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Opportunities for Women in Domestic Science

By
MARIE FRANCKE, A. B.
Fellow in the Department of Research in Connection with the
Appointment Bureau of the Women's Educational
and Industrial Union of Boston

Prepared under the direction of
SUSAN M. KINGSBURY, Ph.D.

Published by the
ASSOCIATION OF COLLEGIATE ALUMNAE
1916

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PREFACE

Several years ago—in 1913, to be exact—the Committee on Vocational Opportunities other than Teaching of the Association of Collegiate Alumnæ prepared a classified list of institutions training educated women for occupations other than teaching. The Association, in pursuance of one of the purposes for which it was formed, namely, "the collection and publication of statistical and other information concerning education," undertook the publication of the list, which the Committee hopefully designated "Bulletin Number 1."

If the length of time that has elapsed since the publication appeared has led anyone to suppose that the numbering of that first Bulletin was either an empty boast or a vain delusion, it is to be hoped that the appearance of this second Bulletin on Opportunities for Women in Domestic Science will dispel the doubt. The Committee, whose membership has changed but slightly in the interim, has clung tenaciously to its hope that either directly through its own efforts, or indirectly through its encouragement and assistance, the results of the gradually multiplying investigations into the fields of opportunity opening to educated women may be made available in a series of vocational bulletins. With this second bulletin not yet off the press, it is already looking forward to the early appearance of a third, which will present the very interesting results of an occupational census of college women taken in 1915.

For the investigation that furnished the material for this study the Committee on Vocational Opportunities was not itself directly responsible. It only stood by to encourage and assist where it could. Through its subcommittees in the numerous branches of the Association it was able to secure a wider distribution and a larger return of the questionnaires than might otherwise have been possible and it recommended to the Association the

[illegible]

publication of the study. For the work itself, however, credit must be given to the Women's Educational and Industrial Union of Boston which provides the research fellowship and makes possible such studies; to Miss Marie Francke, holder of the fellowship, who made the investigation and interpreted the results; to Miss Florence Jackson, director of the Appointment Bureau of the Women's Educational and Industrial Union, who arranged the connections with the various agencies and committees and followed closely the study throughout, giving advice and encouragement; and to Miss Susan M. Kingsbury, formerly Director of the Research Department of the Women's Educational and Industrial Union, now Professor of Social Economy in Bryn Mawr College, under whose direction the work was carried on.

The study is, so far as the Committee is aware, the first based on any extensive inquiry into the actual facts conditioning at the present moment the employment of women in the field of domestic science. While the book has an immediate practical interest for workers in the field, and for teachers, librarians, vocational counsellors, and directors of vocation bureaus, it offers also to the general reader the always interesting opportunity of beholding a particular moment of the gradual process by which an old, old occupation is transforming itself into a new profession.

GERTRUDE S. MARTIN,
Executive Secretary, Association of Collegiate Alumnæ.

INTRODUCTORY NOTE

The way was paved for the present study by a committee of the Boston Branch of the Association of Collegiate Alumnæ which, with Miss Margaret Coffin as chairman, began a study of the opportunities for women in Domestic Science during the winter of 1913-1914. When this investigation was undertaken in the fall of 1914, that committee not only turned over to the Department of Research the material which it had gathered, including the questionnaire it had prepared, but also gave suggestions for methods of procedure. The schedule used was criticised during the process of construction by Dean Sarah Louise Arnold of Simmons College, who for eleven years also directed the School of Household Economics of the college, Dr. Alice Blood, present director of that school, Mrs. Gertrude Shorb Martin, Ph.D., Adviser of Women, Cornell University, and others. Talks with specialists in Domestic Science and with women actively engaged in directing private or institutional households were also very helpful in supplying constructive ideas as to the demands in this field.

When it came to tabulating the questionnaires, other helpers were at hand; Miss Cowell of the Appointment Bureau, Miss Hardy, and three volunteer workers, Miss Crampton and Miss Schneider of the co-operating committee of the Boston Branch, and Miss Sybil Loughead. In addition, ten students at Simmons College tabulated some of the returns as a part of their work in a course in economics.

To all those who gave advice and suggestions, to those who helped to distribute our questionnaires, to those who helped tabulate the returns, and to the women who so generously responded to our appeal for information thus making possible this study, we extend our thanks.

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OPPORTUNITIES FOR WOMEN IN DOMESTIC SCIENCE

I. INTRODUCTION

Motive of the Study.

In these days when the cry "the woman in the home" is being raised it is important to see what women engaged outside the home are doing to promote scientific management within the home. This field of activity which has always belonged to woman in her capacity of wife and mother, daughter and sister, is now demanding her services as a salaried worker. Even the old regime, which revolts at the idea of woman's entering the law office or the business house, sanctions Home Economics as a fitting occupation. As far back as we can look in history we see woman attending to the personal necessities, health, comfort and pleasures of her family. Her natural gifts have been enhanced by the generations through which her thoughts, her hopes and her interests have centered in the home. What is more natural, therefore, than that women should seek gainful employment in a field where their accumulation of facility, of knowledge and of tradition may count?

In most vocations the field is so unfamiliar that a woman cannot know the real demands of the occupation until she has entered upon it or at least upon her training for it. But a woman has already met in miniature many of the problems of Domestic Science which will confront her on a larger scale in the occupation itself.

Furthermore, while many occupations tear women away from an intimate contact with the homes in which they have been reared and give them little or no training for the home which they may enter, Home Economics is both a natural continuation of past home interests and a preparation for future home responsibilities.

The increasing attention women are giving to this occupation is shown by the numbers who are entering Domestic Science as a vocation, and consequently by the enlarging opportunities for training. Many of the state colleges, recognizing the demand, have established special departments in Home Economics as their only vocational courses primarily for women. The same tendency is seen in the technical schools and colleges where specialized preparation for teachers of Domestic Science and for institutional workers is offered women.

For all these reasons: because Domestic Science is accepted as woman's traditional field, because it offers opportunity for the free play of her natural endowments and of the training given her in her home, because it is in a sense but a stepping stone to her ultimate occupation, namely that of home maker, and because increasing numbers are entering it, Home Economics plays an important part among the occupations for women.

Institutions which train women for this type of work and the occupational bureaus, which not only place people in definite positions but also do much in advising women and girls as to general lines of work, both feel the need of more definite information as to the opportunities for women in Home Economics. They wish to know what is the best line of approach to the vocation, what different lines of work are open, what are the demands of these different types of work, and what the profession offers in advancement and development. Here then is the motive of our study, to give to the institutions of training, to the occupational bureaus, and to all women who may desire to enter it vocationally, definite information concerning the field of Domestic Science. For these purposes the present study was undertaken by the Appointment Bureau of the Women's Educational and Industrial Union of Boston, under the direction of the Department of Research and with the co-operation of the national Association of Collegiate Alumnæ and the American Home Economics Association.

Methods of the Study.

The terminology of this whole field is still conflicting and unsatisfactory, but we have used Domestic Science as including all activities which have to do with foods and with household and institutional management, thus distinguishing it from Domestic

Art, which has to do with clothing and shelter. We have taken as a basis for our study the experience of all the women in the United States with Home Economics training; that is, we have endeavored to study those women that have been pursuing professional work related to foods or the management of households or institutions, and that we could reach. The whole branch of Domestic Art was omitted unless it was pursued in conjunction with Domestic Science.

As the study was carried on almost entirely by mail, we encountered peculiar difficulties which justify an explanation of the methods used. The questionnaire is printed below. The problem was to form the questions so simply that they would not discourage our informants, yet so clearly that there would be no doubt as to the meaning; so generally that they would cover all possible situations, yet so concisely that the answers would be comparable. We found it advisable to ask all questions in full and in some cases even to give suggestive answers, as for instance, the duties required under Question 5 in Section II, or the types of positions given at the end of the schedule. Another problem lay in our desire to obtain details, position by position, and yet to ascertain the advance in salary year by year. The solution here lay in the tabular form, on pages 2 and 3 of the questionnaire, with its final question as to the salary received *year by year in each position*. Although unusual and difficult to fill out, this table with its full questions in the left hand column instead of mere side headings proved very satisfactory.

Our next problem was that of distribution. We began by sending our schedule to people in our own vicinity, whom we knew to be in the profession of Domestic Science, and to some of those who had registered for work of this kind at our bureau and at the other occupational bureaus. At this point the vocational committees of the Association of Collegiate Alumnæ came to our aid by obtaining the information from women whom they knew to be engaged in Domestic Science in their localities. The branches in the following cities co-operated: Berkeley, California; Washington, D. C.; Springfield, Illinois; Rock Island, Illinois, and Davenport, Iowa; Ann Arbor and Detroit, Michigan; Duluth, Minneapolis, and St. Paul, Minnesota; Columbia, Missouri; Lincoln, Nebraska; Philadelphia, Pennsylvania; Seattle, Washington; Huntington, West Virginia; Appleton and Milwaukee, Wisconsin. The Philadelphia Branch, our strongest ally, interpreted its "locality" to include all of Pennsylvania and distributed over 700 questionnaires.

The most natural point of contact with women in the profession of Domestic Science was through the institutions where they received their training. Here again, we met a ready response and obtained, either directly or through the Association of Collegiate Alumnæ Committees, the co-operation of the following institutions: Boston School of Domestic Science, Carnegie Institute, University of Chicago, Cornell University, Drexel Institute, University of Illinois, Michigan State Normal College, Milwaukee-Downer College, University of Missouri, University of Nebraska, Pennsylvania State College, Pratt Institute, Simmons College, Teachers' College of Columbia University, Temple University, and the University of Vermont. In addition to the schedules sent out in these ways, a number were distributed through friends and acquaintances.

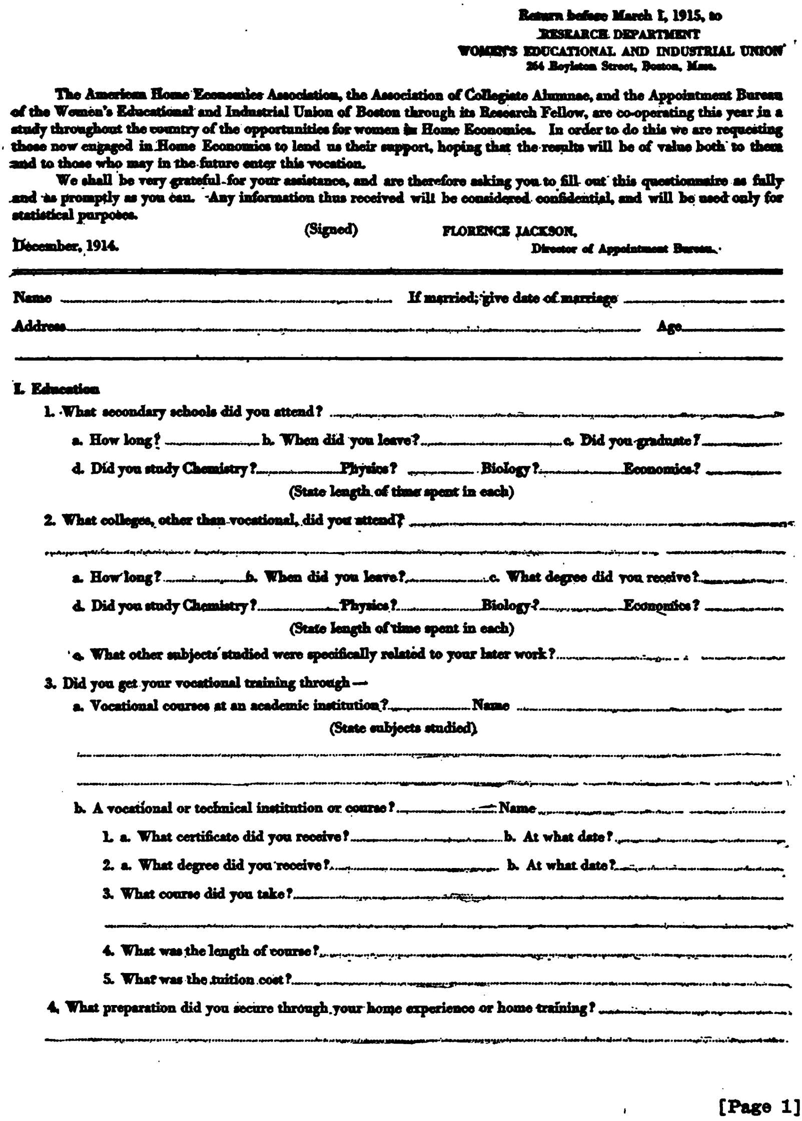
Thus in all about 4,000 questionnaires were scattered abroad. A total of 1,213 were returned to us, but of these 185 were not used, for the following reasons: 35 showed no experience whatever, 32 showed experience in Domestic Science but the information was too scanty to be used, 67 dealt with Domestic Art only,[1] 21 with social work only, and eight with other types of experience which were not along Domestic Science lines, 16 arrived too late to be included, and six were duplicates. Our study was, therefore, based on the experience of 1,028 women. Since the information on 64 of the schedules, however, was in a somewhat different form from our own questionnaires, most of the tables are based on 964 reports.

When the schedules had been prepared and distributed and the returns had begun to come in, a complex problem arose. How were we to record the experience of the individual in training and in advancement both in salary and in position year by year, and yet reveal the details of each position? We finally decided to transfer the data to two types of case tabulation sheets or charts

---

[1] It is hoped that these may be used in a later study.

[Schedule used in the Investigation.
Reduced from the size, five by eight inches.]



Return before March 1, 1915, to
RESEARCH DEPARTMENT
WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION
264 Boylston Street, Boston, Mass.

The American Home Economics Association, the Association of Collegiate Alumnae, and the Appointment Bureau of the Women's Educational and Industrial Union of Boston through its Research Fellow, are co-operating this year in a study throughout the country of the opportunities for women in Home Economics. In order to do this we are requesting those now engaged in Home Economics to lend us their support, hoping that the results will be of value both to them and to those who may in the future enter this vocation.

We shall be very grateful for your assistance, and are therefore asking you to fill out this questionnaire as fully and as promptly as you can. Any information thus received will be considered confidential, and will be used only for statistical purposes.

(Signed) FLORENCE JACKSON,
Director of Appointment Bureau.

December, 1914.

Name ______ If married, give date of marriage ______

Address ______ Age ______

I. Education

1. What secondary schools did you attend? ______

a. How long? ______ b. When did you leave? ______ c. Did you graduate? ______

d. Did you study Chemistry? ______ Physics? ______ Biology? ______ Economics? ______

(State length of time spent in each)

2. What colleges, other than vocational, did you attend? ______

______

a. How long? ______ b. When did you leave? ______ c. What degree did you receive? ______

d. Did you study Chemistry? ______ Physics? ______ Biology? ______ Economics? ______

(State length of time spent in each)

e. What other subjects studied were specifically related to your later work? ______

3. Did you get your vocational training through —

a. Vocational courses at an academic institution? ______ Name ______

(State subjects studied)

______

______

b. A vocational or technical institution or course? ______ Name ______

1. a. What certificate did you receive? ______ b. At what date? ______

2. a. What degree did you receive? ______ b. At what date? ______

3. What course did you take? ______

______

4. What was the length of course? ______

5. What was the tuition cost? ______

4. What preparation did you secure through your home experience or home training? ______

______

[Page 1]

II. Experience in Home Economics

	1st Position	2d Position
1. In what place was position held?		
2. What was the type? (For classification, see list on page 4)		
3. How long was the position held?		
4. What were the hours? Seasons?		
5. What were the duties? (Such as managing household or culinary department; purchasing supplies; accounting costs; employing and supervising workers, men or women; planning menus and figuring food values, etc.)		
6. If teaching — a. What were the subjects taught?		
b. What was the type of school? (See list on page 4)		
c. What was the age and type of pupils?		
What qualities were required in the position?		
8. Were there religious requirements for the position? What?		
9. What were the advantages of the position?		
10. What were the disadvantages of the position?		
11. How was the position obtained?		
12. What was the salary? (State if board, room and laundry were included) a. 1st year		
b. 2d year		
c. 3d year		
d. 4th year		
e. 5th year		
f. 6th year		
g. 7th year		
h. 8th year		

(If further years, continue on an inserted sheet)

(If further positions were held, continue on an inserted sheet)

3d Position	4th Position	5th Position

III. General Information

1. Did you hold any other types of positions before going into Home Economics? ____________
   (State what the positions were, where and how long you held them, and what salaries you received)
   ____
   ____
   ____
   ____
2. Could you have obtained your present position without your technical training? ____________
   ____
3. Has this training proved a commercial rather than a technical benefit? ____________
   ____
4. What results other than commercial or technical did you derive from your training? ____________
   ____
5. What elements were lacking in your training which would have been of value? ____________
   ____
6. Could you have been better trained by other agencies or by following a different curriculum? ____________
   ____
7. Do you consider Home Economics a good vocation for women? ____________ Why? ____________
   ____
8. What openings other than those on the following list do you think there might be in the future for women trained in Home Economics? ____________
   ____

LIST OF TYPES OF POSITIONS

A. Teaching Positions in—
  I. Non-vocational Schools
    Public Elementary or Secondary Schools (Day or Evening)
    Private Elementary or Secondary Schools, Colleges or Camps
  II. Vocational Schools
    Trade Schools (Day or Evening)
    Continuation or Technical Schools
    Y. W. C. A., Normal Schools or Colleges
  III. Extension Work
    State, School or College Extension Work
    Settlements, Institutes or Y. W. C. A.
    Summer Vacation Houses
    Visiting Housekeeping or Welfare Work
    Rescue Homes or Reform Institutions
  IV. Positions demanding the teaching of Home Economics combined with other subjects. (A possibility in many of the above)

B. Managerial Positions
  I. Salaried (as Dietitians, Superintendents, Managers, Matrons, Housekeepers, Assistants, etc.) in—
    a. Educational and Philanthropic Institutions
      School and College Dormitories, Lunch-rooms or Restaurants
      Purchasing Departments of Institutions
      Hospitals, Dispensaries, Sanitariums, Asylums or Nurses' Homes
      Y. W. C. A., Working Girls' Homes, Employees' Dining Rooms or Settlements
      Tenement Houses
      Homes for Adults or Children
    b. Institutions for Profit
      Hotels, Inns, Restaurants or Camps
      Lunch and Tea Rooms or Cafeterias
      Catering Establishments or Food Shops
      Bakeries
    c. Private Houses or Clubs
  II. Positions as Owner
    Same as Institutions for Profit (see above)
    Own Home

Miscellaneous
  I. Positions Involving a Combination
    a. Teaching of Home Economics and Business or Administration (as in Schools, Hospitals, Factory Lunch-rooms, etc.)
    b. Home Economics and other Qualifications (as Nurse's Training and Superintendence)
  II. Lecturing, Demonstrating or Writing
    a. Newspapers and Magazines
    b. Commercial Establishments
    c. Independently
  III. Research
    a. Government Positions
    b. Business Positions
    c. Laboratories for Special Purposes
      1. Pure Food
      2. Nutrition
      3. Efficiency in Methods and Equipment
  IV. Inspection
    a. Places for Sale or Manufacture of Food
    b. Housing

corresponding to the two types of information. On the first, we entered all data dealing with the personal background and experience of the individual, namely, her age, date of marriage, education, both academic and vocational, in all its details, positions held previous to her domestic science work, and the type of position and salary received for each year of her experience in Home Economics.[1] This information is found in the answers to all queries of Section I, Questions 1, 2, 3 and 12 of Section II, and Question 1 of Section III on the questionnaire. To the second sheet we transferred the details for each position, in other words, all the information included in Section II. No attempt was made on the second case sheet to give the increase in salary year by year, but all other details were included.

Although our questionnaire may seem clumsy and much of the material needless it proved extremely useful in checking and corroborating statements and suggestive in analyzing the demands of the profession and the effectiveness of the training.

II. TRAINING OF WOMEN FOR PROFESSIONS IN DOMESTIC SCIENCE[2]

The scope and significance of Domestic Science as a profession for women is set forth in this report by presenting an analysis of the different types of training which the 1,028 women under consideration have received, of the different types of domestic science positions which they have held and of the geographical distribution of these positions.

Opportunities for preparation in household science are far more numerous than might be expected and far more diversified. Institutions of collegiate rank with courses ranging from one to four years and varying from purely vocational to purely academic types, institutes, extension courses, normal schools, normal colleges—all offer specialized education in household subjects. Thirty colleges for instance are represented in the group here studied. The opportunities are not only large in number and diversified in character, but well distributed through the Northern and Central States. The South and far West seem to lack educational facilities of this character.

---

[1] Where positions were held for irregular periods, we reckoned a position held for six months or over as if held for the whole year.

[2] "The Bulletin on Vocational Training for Women," published by the Association of Collegiate Alumnae, 1913, presents a list of institutions where training for Home Economics is offered. A revision of this bulletin is contemplated, in which a fuller description of courses in Home Economics will be given.

The preparation received by the 964 women, for whom detailed information on this point was available, was as follows:[1]

Teachers' College, Columbia University	213
Simmons College	173
Pratt Institute	169
State Colleges	93
Boston School of Domestic Science	93
Chicago University	49
Drexel Institute	49
Normal Schools and Colleges	24
Milwaukee-Downer College	24
Carnegie Institute	19
Temple University	7
Stout Institute	8
Mechanics' Institute	7
Lewis Institute	5
Bradley Polytechnic Institute	2
Miscellaneous	29

The miscellaneous group includes women who were trained in schools of which they were the only representatives, women who picked up their training here and there, before the opportunities for studying Domestic Science had become standardized, and a few women who received no technical training at all. The state colleges were represented as follows:[1]

---

[1] Since a number of women did not confine their vocational training to any one institution, it was necessary to formulate some rule for classification. Hence we grouped the women under the last institution attended unless that attendance was for a summer session only. In cases where the dates were not given we have grouped the women under the school at which they appear to have received the largest amount of training.

Cornell University	20
University of Illinois	20
University of Missouri	13
University of Nebraska	13
Pennsylvania State College	5
University of Vermont	4
Kansas State Agricultural College	3
University of Minnesota	3
University of Wisconsin	3
Ohio State University	2
Rhode Island State College	2
Michigan Agricultural College	2
University of North Dakota	1
South Dakota State College of Agriculture and Mechanic Arts	1
Agricultural College of Utah	1
Total	93

From the above list it will be seen that although many excellent schools and colleges have been omitted or have been but scantily represented, still many different types of training have been included.

The large group of technical institutions of collegiate rank should first be considered. This includes Carnegie Institute, the University of Chicago, Lewis Institute, Milwaukee-Downer College, Simmons College, the State Colleges, Universities and Agricultural Colleges, Teachers' College and Temple University. In this group were 549 of the women considered.[1] The courses given in these institutions vary considerably as to the stress laid on the vocational purpose, as to the proportion of academic to technical work required, and as to the treatment of the subjects studied. In some the Home Economics courses are strictly vocational, while in others they are subordinate to departments of Agriculture, Education or General Science. Moreover, the amount of time for which these courses were pursued by the individual women varies greatly, since many of them did not finish the courses or attended them for short periods only.

---

[1] [We sincerely regret that the departments of household economics of the state universities of Wisconsin, of Minnesota and of other Western states were omitted from the list of institutions appealed to for information with regard to their alumnae. Some of these women were included in lists of the Association of Collegiate Alumnae.—ED.]

This band of 549 women represents the better prepared, more highly educated women in the profession of Domestic Science, and constitutes 58 per cent. of the group studied. It will be seen that while institutions of collegiate rank are comparable as to entrance requirements and the length of time necessary to secure a degree, nevertheless the training which these 549 women received differs greatly both as to the nature of the work and as to the time spent thereon. Thus 323 women received degrees as follows[2]: Bachelor of Science, 264; Master of Arts, 24; Bachelor of Arts, 20; Doctor of Philosophy, 8; Bachelor of Education, 4; Master of Science, 3; 108 received diplomas, certificates or the title of "associate"; while 118 women received no degree, certificate or diploma from the institutions in which they took their final training. The disparity between the previous schooling of these women points toward a difference in their maturity and in the attitude with which they approached their training for Home Economics and shows the varied paths which may lead to the profession. Of this number we find that 294 had had no preparation beyond the high school, while 255 had had other training, as follows: 54 had attended normal schools, 173 had attended colleges for varying lengths of time, 82 of whom received degrees, eight more attended both normal schools and colleges while the remaining 20 were distributed between seminaries, commercial schools, kindergarten training schools, training schools for nurses and other types of schools.

---

[1] This classification follows the list of colleges and universities in the "Educational Directory of the United States Bureau of Education," 1914-15. Thirty-four women were, however, omitted from the Simmons group, as they took the Institutional Management course which is a one-year course not offering a degree and not demanding college entrance requirements.

[2] It is not possible to know whether all of these degrees were received in Home Economics; in fact, it is known that some were received in Agriculture, Education and General Science.

The second group of schools to be considered includes the institutes and the extension courses, such as the Institutional Management course at Simmons College. A total of 362 women were found in this group, distributed as follows:

Pratt Institute	169
Boston School of Domestic Science of the Young Women's Christian Association	93
Drexel Institute	49
Simmons College, Institutional Management Course	34
Stout Institute	8
Mechanics' Institute	7
Bradley Polytechnic Institute	2

Here is a type of institution where the course offered is shorter than in the colleges and where the practical side of the training is emphasized. The length of course varies from one to three years, but for the sake of brevity we have not here differentiated between them. Although not conforming as to time of attendance, the training of these 362 women is perhaps more uniform than was that of the 549 in the college group, if not so advanced. A large majority of the whole number, namely 314 (86.7 per cent.) received certificates or diplomas in household economics. Regarding higher education other than training for Home Economics, we find that of the 362, 33 attended normal schools; 90 attended colleges, of whom only 23 received various degrees; three attended both normal school and college; 19 attended such institutions as seminaries, commercial schools, and training schools for nurses; while 217 received no preliminary education beyond that of high school grade.

The group of those that obtained their Home Economics training at normal schools and normal colleges is relatively small, numbering but 24 women. Although the majority are scattered throughout the country, the Michigan State Normal College is represented by 11. Here again the amount of time spent on the training varies. Seventeen received certificates or diplomas, as against seven who did not. Two out of the 24 attended colleges before going to the normal school, one receiving an A. B. and one a B. S. degree. The preparation of the other 22 before going to the normal schools was limited to a high school education.

If the training of the 935 whom we have already considered did not follow hard and fast rules, much less did the preparation of the remaining 29 concerning whom information as to their training was obtainable. Most of them received little or no training strictly in Home Economics, while the others obtained their training at recognized schools of Home Economics both in the United States and abroad, of which they are the only representatives, or in correspondence schools or summer courses. Those who received no distinctly Home Economics education for the most part worked a number of years, attending the very real school of experience which was the only one available at the time when they began. Although this group of women did not all have the same advantages for the study of Home Economics, eighteen had other training beyond the high school. Four went to normal schools; 13 to colleges, of whom seven received the degree of A. B., one of A. M., and one of M. S.; while one had kindergarten training.

Summarizing, we find that professional training of varied types is available and that practically all require high school training. On the other hand, 550 women, or 54 per cent. of those holding domestic science positions, have no education beyond the high school before undertaking professional training. But a goodly number (114) have had a college degree, previous to the professional course; a very large proportion (745, or 77 per cent.) pursue studies which give them a degree, a certificate or a diploma, and 323, or 33 per cent., attain degrees. We are, however, compelled to remember that the selection of those from whom information was to be secured stressed the group who had had specialized education. That the trend of thought and action is toward requirement of professional training cannot be doubted.

The experience of the group studied should, therefore, be helpful to those contemplating the vocation of Home Economics.

Because the whole field of Home Economics as it now exists is fairly new, and because, as a consequence, the training for it is of comparatively recent date and is still in a formative stage, we attempted to ascertain the degree of satisfaction with the courses felt by the women reporting. We, therefore, asked these two questions: "What elements were lacking in your training which would have been of value?" and "Could you have been better trained by other agencies or by following a different curriculum?" Many of the answers were very suggestive, although 193 out of the 935 women who comprise our three main groups replied to neither query, and many others replied to one only.

It is among the college group, the group which presumably has had broader opportunities, that we find the most thoughtful and constructive analysis of the training received and clearer statements as to the elements lacking. Some desired further or more intensive technical training, some desired extra courses dealing with special subjects, such as lunchroom management, marketing, diets in disease, nursing, and public speaking, a number desired some business training in addition to that in Home Economics, some desired a broader cultural basis. Perhaps the two points of greatest significance, however, were the demand for more practical experience and the demand for a better foundation in the sciences. In the group of 323 who received college degrees in their vocational training, we find that 33 desired fuller opportunities to put into actual practice the theoretical knowledge which they had been receiving, while 22 desired more extended practice-teaching under expert supervision.[1] The same demands are found in the group of 227 who did not complete their college course. Of these, 20 wanted more practical experience in general, while nine specified that they would have liked more practice-teaching. Regarding the sciences, we find that 24 of the entire group of 550 desired more science generally, while others designated specific sciences as follows: Chemistry of various kinds, 20; Physics, 10; Physiology, four; Bacteriology, three; Biology, three; Botany, two, and Zoôlogy, one.[1] Again, more Sociology and more Economics was desired by nine and eight women, respectively.

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[1] The editor suggests that an opportunity for experience during long summer vacations, or the introduction of four quarter sessions whereby one quarter should be devoted to a constructive practicum, might supply the demand for applied knowledge.

The women who received their training at the institutes or in the extension courses seem to form a more contented group. Of the 362 women, 201 answered the question, "Could you have been better trained by other agencies or by following a different curriculum?" in the negative as against 258 of the college group. However, a number of them qualified the reply by adding, "Not in the same length of time," while still others suggested further subjects which would have been of value. The answers, however, were in general not as full as those of the preceding group. Twenty-six mentioned the desirability of further chance for practical experience and nine for more practice-teaching. The lack of general science is lamented by but eight, of Chemistry by eight, of Bacteriology by two, of Biology, Botany, Hygiene, Physics, and Physiology by one each. Again, only two have proposed the inclusion of Economics as part of their training. The group of those who received their training at the normal schools and normal colleges is so small that few generalizations can be made, especially since many answered neither question or but one. Only one wished additional science, while two mentioned the desirability of more practice. Since the training of the women in our fourth group was so varied, no attempt was made to record their answers.

Home life and training, which are of importance in any vocation through their influence upon the habits, the attitude toward work, the ideals and in fact the whole personality of the worker, play a peculiar part in Home Economics where they offer not only general benefits but may also as in no other occupation supply a practical and technical background. In order to ascertain just how extensive this home influence had been, and therefore how important it is, we asked the following question: "What preparation did you secure through your home experience or home training?" Out of the 964 women, 136 failed to answer the question, while 50 reported that they had received no preparation and 36 that they had received only a little. Thus 742 claimed some or much advantage gained from home occupations. About 200 definitely stated that they had kept house for periods varying from summer vacations to twenty years, while a still larger number had secured practical experience in cooking, sewing, and all the household duties, thereby acquiring ease of manipulation. Others, though not actually doing the work themselves, had assimilated at home standards of a well-regulated household. A number paid tribute to the training and example given by their mothers, stating that it was in their homes they had received the background and foundation for all their later work. A few quotations may be suggestive. One says: "I count it equal to at least one-third as much as my school courses. I had kept house, sewing, cooking, managing, etc., for several years."[1] Another received "Home practice in housekeeping, but of more importance an understanding of home conditions." Others say, "Ten years' experience as a practical housekeeper under the guidance of my very capable mother." "My mother also gave me a course as helper in the household between the ages of seven and twelve, which I consider a most valuable foundation, one upon which my whole life has been based"; "My home training has been a great help in understanding what would be practical and worth while in both cooking and sewing classes for the children I have taught"; "Acquaintance with farm products, methods of handling food and a first-hand knowledge of food preparation in its essentials, I regard as the most valuable part of my practical training, one which nothing else could supply"; "From a small child I have always assumed my part in the home duties. I find the practical knowledge gained in this way has been of great help to me. It has added to my knowledge, also has given me more sympathy and a greater understanding of the need in my chosen line of work"; and finally "Without my home experience and training I doubt if I would have majored in Home Economics. I feel that this basis is quite necessary to a teacher of subjects whose field is the home and its activities."

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[1] Since there was no distinct variation in the way these subjects were desired by the group with degrees and the group without degrees, no differentiation was made here.

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[1] This woman received the degree of A. B. in her academic work followed by the B. S. degree in the Home Economics course.

Hence, it cannot be doubted that activity in the home may play an important part in training for professional Home Economics both in the practical experience which it affords and in the standards and ideals which it imparts.

III. POSITIONS HELD BY WOMEN IN THE PROFESSION OF DOMESTIC SCIENCE

We have so far been considering the opportunities for training open to women as shown by the experience of the representative groups. We shall now turn to the types of positions in which that training may be put to use. These positions may be classified under four main heads: (1) Teaching positions; (2) Managerial positions; (3) Positions which involve a combination of teaching and managerial work; (4) Miscellaneous positions. The first includes teaching in public and private academic schools and colleges, in vocational and technical schools and colleges, and in extension work. The extension work is of two kinds, urban and rural; the former including such phases as settlement classes and instructive visiting housekeeping, the latter comprising both state and college extension work. Under the managerial group come positions in institutions which are not primarily designed for profit, such as educational and philanthropic organizations and hospitals, as well as in those which are designed for profit, as restaurants and lunch and tea rooms. Clubs and private families complete the list. We have created the third group because of the fact that the first type of managerial position is often combined with teaching of Domestic Science. The heading "miscellaneous" comprises lecturing and demonstrating, writing, and research work.

In these days when there has been so much agitation for occupations for women other than teaching, it is perhaps discouraging to see how large a proportion of the positions held by these women technically trained in Home Economics are still teaching positions.[1] A total of 2,005 regular positions were held by the 964 women reporting, and by a regular position we mean one which is not merely a summer position, nor an evening position in addition to regular day work, nor a part time position held while receiving training. Of these 2,005 regular positions, 1,289 (or 64.3 per cent.) were teaching and supervising positions. These include extension work, such as teaching in settlements, visiting housekeeping for philanthropic organizations, and state and college extension work, and exclude positions in which managerial work was required as well, as for instance, teaching and managing the lunchroom in a school. Of the 1,289, 664 teaching positions (that is 51.2 per cent. of the teaching positions, or 32.9 per cent. of the regular positions) were positions in the public elementary and secondary schools, for the most part merely teaching Home Economics and allied subjects, although in 57 of these cases the teaching of some regular academic subjects was required and in 11 cases the women had no actual teaching to do, being supervisors of Domestic Science and Art. Thus only one-third of all the positions follow the routine forms of teaching and the other two-thirds constitutes openings in newer technical lines and in social education.

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[1] These figures do not necessarily indicate the relative numbers of positions which are open in the different types of Home Economics work.

In 156 positions the teaching of Home Economics and allied subjects was in private schools and academic colleges, including 21 where the teaching of academic subjects was required as well. Again, 306 positions (or 15.3 per cent. of all the positions) were in technical or vocational schools and colleges. In addition there were 150 positions (7.5 per cent. of all the positions) in extension work of which 48 were under the state or under colleges and 102 in philanthropic institutions. In 13 other cases the type of school was not known.

The total for managerial positions, i. e., practical Home Economics work, is 338, which is 16.9 per cent. of all the positions. Of these, 114 (33.8 per cent.) were in educational institutions, such as high school lunch rooms, college dormitories and eating

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They merely show the number of positions of the various types held by the women whom we are considering. Some of the positions are undoubtedly duplicated, having been held by more than one of the women we are considering at different periods. But on the whole they are probably indicative of the types of domestic science work now open.

halls, and private schools; 87 (25.8 per cent.) were in hospitals, and 54 (16 per cent.) in philanthropic institutions and other institutions not primarily meant for profit, such as Young Women's Christian Associations, working girls' homes, and factory lunchrooms. In addition, 42 (12.4 per cent.) were salaried positions in lunch and tea rooms, restaurants and boarding houses, 20 were in private houses, and seven were in clubs. There were five cases of salaried managerial positions for which the type of institution was not known. In only nine cases out of the total 338 do we find women in business on their own account. All of these nine were owners of lunch or tea rooms.

Besides the 1,289 teaching positions, and 338 managerial positions, there are 339 cases (16.9 per cent. of the total) in which a combination of teaching and managerial work was required. In many positions the teaching was the important factor, while in many others scientific qualities were demanded and the managerial side was dominant. The latter is particularly true of the positions in hospitals where the dietitian directs all the work connected with the diet kitchen and dining rooms and in addition teaches the nurses. Of these positions, 137 (40.4 per cent.) were in schools and colleges, 162 (47.8 per cent.) in hospitals, and 40 (11.8 per cent.) in philanthropic institutions such as those mentioned above.

Of those lines of work classified as miscellaneous, 18 positions are reported in lecturing and demonstrating, other than state and college extension education, 10 in writing or editorial work, five in research work both for the government and for commercial establishments, and in one case we find a woman "baking, cooking, and catering by means of a private exchange." In five positions the Home Economics work was a minor consideration.

To summarize, we find that opportunities for the woman trained in Home Economics are as follows: One-third of the positions open may be said to be along the older lines of teaching, one-third in technical or trade schools or in social education, one-sixth in managerial and business occupations and one-sixth in a combination of managerial and teaching positions.

The query naturally arises as to the type of training which fits for certain type of positions. We find that the women with college training lean toward teaching, but the tendency is not so strong among the practical institute group. Of the positions held by the college-trained women, 76.5 per cent. are teaching positions as against 49.7 per cent. of those held by women in the institute group. The percentages for the managerial positions and the positions demanding both teaching and managerial work are 8.4 per cent. and 13.4 per cent., respectively, for the college-trained group, and 26.7 per cent. and 21.1 per cent., respectively, for the institute-trained group. Thus it will be seen that while practically one-half of those trained in the institutes have gone into teaching, still a larger proportion of these women follow the more practical phases of Home Economics than do those trained in the colleges. It is interesting to note, however, that eight of the nine women who have conducted their own lunch or tea rooms are of the college-trained group. The positions in lecturing, demonstrating, writing, and research are also for the most part held by college women, although a number were held by women who had not received any specific training in Home Economics.

So far the positions have been rated according to the total number held by all of the women, but the experience of individual women shows that considering all positions each woman had held, 563 of the total 964 (58.4 per cent.) had confined themselves exclusively to teaching, 90 (9.3 per cent.) had held only managerial positions, and 70 (7.3 per cent.) had held only positions in which a combination of teaching and managerial work was required. Ninety-seven women (10.1 per cent.) had held both teaching positions and positions in which managerial work was required as well as teaching, 58 had held managerial positions and positions where they had both taught and managed, 43 had held both strictly teaching and strictly managerial positions, while 18 had held all three types of positions. Of the remaining 25, nine had both taught and pursued lecturing, demonstrating, and writing, seven had followed only the latter, two had done only research work, and the other five had made other combinations.

That these positions do not merely represent one part of the country will be seen from the following list of the number of positions which were held in the different states:[1]

New York	294	Texas	16
Massachusetts	267	Tennessee	15
Pennsylvania	161	North Carolina	13
Illinois	122	South Carolina	13
Wisconsin	92	West Virginia	12
Connecticut	73	Kentucky	10
Ohio	68	Mississippi	10
Michigan	61	North Dakota	10
Minnesota	55	Arkansas	9
New Jersey	54	South Dakota	9
Maryland	53	Colorado	9
Missouri	53	Oregon	9
California	41	Montana	7
New Hampshire	36	Alabama	6
Virginia	31	Florida	6
Iowa	30	Idaho	6
Nebraska	29	Louisiana	6
Georgia	28	Oklahoma	6
Maine	27	Arizona	4
Indiana	26	Utah	4
Rhode Island	25	Delaware	2
Washington	25	New Mexico	2
Kansas	23	Wyoming	2
District of Columbia	20	Nevada	1
Vermont	18		

The other positions were distributed as follows:

Philippine Islands	5	Bulgaria	1
Porto Rico	5	Ireland	1
Alaska	1	Scotland	1
Hawaii	1	South Africa	1
Canada	24		

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[1] These numbers do not indicate the relative importance of Home Economics in the various states, but merely show the distribution throughout the country of the positions which the women we are considering have held.

In 66 cases the locality in which the position was held was not known.

IV. SALARIES RECEIVED BY WOMEN IN THE PROFESSION OF DOMESTIC SCIENCE

We have seen the different kinds of training received by the 964 women we are considering, the different kinds of positions which they have held, and the parts of the country in which they have held such positions. We shall proceed to discuss the salaries which they have received, and therefore to a consideration of the financial reward which may be expected in the domestic science profession.

In most of the cases the annual income was reported but in cases where the salary was given by the month only, the yearly salary was obtained by multiplying one month's salary by the number of months for which the position was known to have lasted duing the year; or when this was not known, by twelve for all managerial positions which would naturally last for a full year—that is, practically all managerial positions except those in educational institutions—by nine for positions in public schools, vocational and technical institutions, and colleges, and by eight for private schools. Where the board, room, and laundry was given in addition to the salary, it was counted as a total addition of $450 for a position which lasted throughout the whole year, and of $350 for a school year. Where only a part of the board, room, and laundry were provided, a due amount was subtracted.[1] Additions to the regular salary made by teaching night school or summer school and by other outside work were not counted in the total yearly salary. Where a position was held for only part of a year the salary was reckoned as though it had been held during the whole season. The unclassified group contains salaries which were given in such a form that they could not be reckoned for a year, or cases in which the salary was omitted altogether.

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[1] For the whole year the board was reckoned as $266, the room as $134, and the laundry as $50. In case only a part of the board was given, each meal was reckoned as $88 for the year. For the school year, the board was reckoned as $200, the room as $100 and the laundry as $50.

A minute analysis of the varied types of positions will be found under Section V. The remuneration attendant on these types will there be discussed, and the requirements for each kind of work will be fully outlined.

Starting with the initial salaries received in Domestic Science, we see from the totals of Table 1 that the largest number begin at $600 and less than $700, although a larger proportion of women receive more than this amount than receive less.[1] Two-fifths (40.6 per cent.) of our women, however, had been engaged in some gainful occupation before they undertook work in Domestic Science. These women are apt to begin with a somewhat higher salary. Of those who had been at work for at least one year but less than five, the largest number first receive $700 and less than $800; while those who had been at work five years and less than ten, or ten years and less than fifteen, are apt to start at $800 and less than $900. The advantage of so many years of experience seems to be very slight, but this is probably due to the fact that there is always a loss at first when one changes an occupation. Undoubtedly the advantage of such previous experience would be more obvious in the rate of advancement. On the other hand many of the women who are classified in the group of those with no previous experience or less than one year's experience, which is practically none, have indeed had training of a very practical kind for this particular occupation, namely, their service as housekeepers. The significant figures here are, however, that the initial salary ranges from $600 to $1,000 for a very large group, that is, for the second and third quarter of workers.

Table 2 shows the initial salaries received in the different fields of Domestic Science; there we find the largest group of those who began in teaching is at $600 and less than $700, while for the managerial group, it lies at $700 and less than $800. Within the whole teaching group there are differentiations, as there are in

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[1] In other words the mode is at $600 and less than $700, but there is a large degree of skewness toward the higher salaries. For a definition of these terms see Willford I. King, "Elements of Statistical Method," Chapter XII, Section 67, and Chapter XIV, Section 90.

TABLE 1, SHOWING THE RELATION OF PREVIOUS EXPERIENCE TO THE INITIAL SALARY IN DOMESTIC SCIENCE

Initial Salaries in Domestic Science	Number of Women receiving the specified initial salary in Domestic Science with specified amount of experience previous to Domestic Science.						
	No experience or less than 1 Year	1 Year and less than 5	5 Years and less than 10	10 Years and less than 15	15 Years and over	Unclassified number of Years	Total
$200 and less than $300	2	[1]1	—	—	—	—	3
$300 " " " $400	[3]12	2	1	—	—	2	17
$400 " " " $500	[2]37	8	1	2	1	2	51
$500 " " " $600	[3]77	8	[1]4	2	1	4	96
$600 " " " $700	134	20	9	6	6	[2]12	187
$700 " " " $800	95	[1]27	17	6	4	[1]17	166
$800 " " " $900	61	26	18	9	2	11	127
$900 " " " $1000	56	20	14	4	3	4	101
$1000 " " " $1100	37	15	19	6	8	7	87
$1100 " " " $1200	12	6	6	4	—	2	80
$1200 " " " $1300	7	5	6	4	2	8	27
$1300 " " " $1400	3	4	—	1	—	1	9
$1400 " " " $1500	2	1	—	1	—	1	5
$1500 " " " $1600	—	—	—	1	—	—	1
$1600 " " " $1700	1	—	—	—	1	—	2
$2000 " " " $2100	—	—	—	—	—	1	1
Unclassified	37	9	5	1	—	2	54
Total..............	573	152	100	47	23	69	964

[1] One worked part time.

[2] Two worked part time.

[3] Three worked part time.

TABLE 2, SHOWING THE INITIAL SALARY IN DOMESTIC SCIENCE ACCORDING TO THE TYPE OF WORK

Initial Salaries	Number of Women receiving specified initial salary in									Grand Total
	Teaching Positions				Managerial Positions				Miscellaneous Positions	
	Academic Schools and Colleges	Vocational and Tech'l Schools and Colleges	Extension Work	Total	Education'l and Philanthropic Institutions	Hospitals	Lunch and Tea Rooms, Clubs, Private Houses, etc.	Total		
$200 and less than $300	[1]2	—	—	2	1	—	—	1	—	3
$300 " " " $400	[2]8	2	[1]2	12	4	—	1	5	—	17
$400 " " " $500	[1]34	2	[1]5	41	6	1	1	8	2	51
$500 " " " $600	[1]64	[2]10	5	79	14	1	2	17	—	96
$600 " " " $700	[1]120	[1]20	15	155	27	2	1	30	2	187
$700 " " " $800	[2]78	22	7	107	35	12	7	54	5	166
$800 " " " $900	51	22	3	76	31	14	5	50	1	127
$900 " " " $1000	40	14	8	62	15	20	4	39	—	101
$1000 " " " $1100	16	16	4	36	13	33	4	50	1	87
$1100 " " " $1200	6	6	4	16	5	7	2	14	—	30
$1200 " " " $1300	5	9	2	16	4	3	2	9	2	27
$1300 " " " $1400	—	2	—	2	4	1	1	6	1	9
$1400 " " " $1500	—	1	1	2	1	—	—	1	2	5
$1500 " " " $1600	1	—	—	1	—	—	—	—	—	1
$1600 " " " $1700	—	—	—	—	1	—	1	2	—	2
$2000 " " " $2100	—	—	1	1	—	—	—	—	—	1
Unclassified	23	6	13	42	5	—	2	7	5	54
Total..............	448	132	70	650	166	94	33	293	21	964

[1]One worked part time.
[2]Two worked part time.

the managerial group. The mode[1] is $600 and less than $700 for academic schools and colleges, rising to $700 and less than $800 for the vocational and technical schools and colleges, but in the extension work dropping again to $600 and less than $700. The largest group in the managerial positions in educational and philanthropic institutions receive $700 and less than $800, while in hospitals the largest group receive $1,000 and less than $1,100. Only 11, however, receive more than this in the hospital positions, while 50 receive less.

Table 3 shows the salaries which each woman received each year that she was engaged in Domestic Science work, according to the type of work she was doing. The mode for the salaries in teaching positions starts at $600 and less than $700 in the first year, rising by $100 each year for the second and third years, and by $200 for the fourth when it arrives at $1,000 and less than $1,100. For the fifth, sixth, seventh and eighth year, it remains at $1,200 and less than $1,300, while after that year the figures are too small to show a clearly defined mode. The maximum salary attained was $3,000 and less than $3,100, while the upper quarter receive $1,200 to $3,100, ten per cent. earning over $1,300.

The mode for the managerial positions in the first year is at $700 and less than $800, which is $100 higher than in the previous group. It rises to $900 and less than $1,000 for the second year, and to $1,000 and less than $1,100 for the third, fourth and fifth years. The salaries for positions which involve a combination of teaching and managerial work show a higher mode than for either of the other two types, starting at $800 and less than $900, increasing by $100 each year until the fifth year, when the mode arrives at $1,200 and less than $1,300, the same position where we found it for the teaching positions in the fifth year. In this type of work the maximum salary attained was $4,000 after 16 years; while the upper quarter reached a little less than in teaching, namely, $1,100 to $1,200, but the upper tenth ranged identically with the teachers, that is over $1,300.

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[1] The mode is defined by Willford I. King as "the most frequent size of item, the position of greatest density." "Elements of Statistical Method," p. 122.

TABLE 3, SHOWING THE INCREASE IN SALARY WITH YEARS OF EXPERIENCE IN DOMESTIC SCIENCE FOR A TEN YEAR PERIOD.

I. Teaching Positions.

Yearly Salaries	Number of Women receiving specified salaries in specified year of work										
	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year	Total
$200 and less than $300	[1]4	1	1	[1]1	[2]2	[1]1	[1]1	—	—	—	11
$300 “ “ “ $400	[3]11	[2]5	[2]4	[2]4	—	—	—	—	—	—	24
$400 “ “ “ $500	[1]40	[1]16	6	5	4	2	1	1	1	1	77
$500 “ “ “ $600	[3]82	[1]49	[2]22	[2]10	[1]6	[1]5	[1]1	[1]3	[1]2	[1]1	181
$600 “ “ “ $700	154	92	51	[1]29	16	[1]10	4	—	1	2	359
$700 “ “ “ $800	108	97	[1]62	45	30	[1]15	13	7	3	1	381
$800 “ “ “ $900	[1]82	85	72	36	24	21	13	15	12	11	371
$900 “ “ “ $1000	61	59	59	43	31	22	15	10	6	4	310
$1000 “ “ “ $1100	36	58	51	56	31	19	15	17	10	2	295
$1100 “ “ “ $1200	14	17	33	31	27	20	10	—	7	2	161
$1200 “ “ “ $1300	20	24	[1]32	32	45	34	29	21	11	12	260
$1300 “ “ “ $1400	2	10	14	13	7	15	10	7	3	3	84
$1400 “ “ “ $1500	2	4	5	8	9	5	10	7	3	3	56
$1500 “ “ “ $1600	1	2	6	11	14	12	5	5	6	3	65
$1600 “ “ “ $1700	—	—	1	—	—	4	3	3	—	1	12
$1700 “ “ “ $1800	—	—	1	1	2	1	—	1	1	1	8
$1800 “ “ “ $1900	1	2	3	4	2	4	4	4	5	1	30
$1900 “ “ “ $2000	—	—	—	—	1	—	1	2	—	2	6
$2000 “ “ “ $3100	1	—	—	1	4	4	1	2	5	4	22
Unclassified	41	32	26	16	9	9	3	4	2	2	144
Total................	660	553	449	346	264	203	139	109	78	56	2857

II. Managerial Positions.

Yearly Salaries	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year	Total
$200 and less than $300	—	—	—	—	—	—	—	—	—	—	—
$300 ” ” ” $400	3	—	—	—	—	—	—	—	—	—	3
$400 ” ” ” $500	6	3	—	—	—	—	—	—	—	—	9
$500 ” ” ” $600	8	3	—	—	—	1	—	—	—	—	12
$600 ” ” ” $700	13	7	3	2	1	—	1	—	—	—	27
$700 ” ” ” $800	25	13	5	3	4	2	—	1	1	1	55
$800 ” ” ” $900	23	20	15	9	6	3	1	1	1	—	79
$900 ” ” ” $1000	17	20	9	8	6	4	5	3	1	2	75
$1000 ” ” ” $1100	20	18	21	12	8	4	2	3	4	2	94
$1100 ” ” ” $1200	9	8	8	8	1	1	3	2	—	—	40
$1200 ” ” ” $1300	7	7	9	6	5	7	2	2	2	1	48
$1300 ” ” ” $1400	3	5	4	5	3	4	3	3	3	1	34
$1400 ” ” ” $1500	—	1	3	3	—	1	—	—	—	2	10
$1500 ” ” ” $1600	—	1	1	2	1	2	[4]2	[4]1	—	1	11
$1600 ” ” ” $1700	2	1	1	1	—	—	—	—	—	1	6
$1700 ” ” ” $1800	—	1	—	—	—	—	—	—	—	—	1
$1800 ” ” ” $1900	—	—	1	—	1	1	—	—	—	—	3
$1900 ” ” ” $2000	—	1	1	—	—	—	—	—	—	—	2
$2000 ” ” ” $3100	—	1	—	—	1	—	—	—	—	—	2
Unclassified	[5]3	[5]2	[5]2	6	1	3	2	—	—	—	19
Total................	139	112	83	65	38	33	21	16	12	11	530

[1] One worked part time
[2] Two worked part time
[3] Three worked part time
[4] One worked part time
[5] One was a volunteer for 3 years, and then started at $1500

TABLE 3, (Continued) SHOWING THE INCREASE IN SALARY WITH YEARS OF EXPERIENCE IN DOMESTIC SCIENCE FOR A TEN YEAR PERIOD

III. Positions which are a combination of teaching and managerial work.

Yearly Salaries	Number of women receiving specified salaries in specified year at work										
	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year	Total
$200 and less than $300	1	—	—	—	—	—	—	1	—	—	2
$300 " " " $400	—	—	—	—	1	—	—	—	—	—	1
$400 " " " $500	3	1	1	2	1	—	—	—	—	—	8
$500 " " " $600	10	4	2	1	—	—	—	—	—	—	17
$600 " " " $700	15	8	7	2	2	1	—	—	—	—	35
$700 " " " $800	25	11	7	4	3	3	—	—	—	—	53
$800 " " " $900	26	16	14	6	3	—	1	1	—	—	67
$900 " " " $1000	22	23	13	10	8	5	1	2	2	2	88
$1000 " " " $1100	25	22	23	9	8	8	6	3	3	1	108
$1100 " " " $1200	10	22	5	20	8	8	5	—	1	—	79
$1200 " " " $1300	4	4	5	7	10	5	4	3	3	2	47
$1300 " " " $1400	5	8	5	1	5	3	3	3	1	2	36
$1400 " " " $1500	2	3	3	5	1	—	2	—	—	—	16
$1500 " " " $1600	—	—	—	2	—	—	1	2	1	1	7
$1600 " " " $1700	—	—	1	1	1	—	—	—	—	—	3
$1700 " " " $1800	—	—	1	—	—	—	—	—	—	—	1
$1800 " " " $1900	—	—	—	—	—	—	—	1	1	1	3
$1900 " " " $2000	—	1	—	—	2	—	—	—	—	—	3
$2000 " " " $3100	—	—	—	—	1	3	3	2	2	—	11
Unclassified	1	6	4	3	3	2	1	—	—	—	20
Total................	149	129	91	73	57	38	27	18	14	9	605

IV. Miscellaneous Positions.

Yearly Salaries	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year	Total
$200 and less than $300	—	—	—	—	—	—	—	—	—	—	—
$300 " " " $400	—	—	—	—	—	—	—	—	—	—	—
$400 " " " $500	—	—	—	—	—	—	—	—	—	—	—
$500 " " " $600	—	—	—	—	—	—	—	—	—	—	—
$600 " " " $700	2	—	—	—	—	—	—	—	—	—	2
$700 " " " $800	—	—	1	—	—	—	—	—	—	—	1
$800 " " " $900	1	—	—	—	—	—	—	—	—	—	1
$900 " " " $1000	—	—	1	—	—	—	—	—	—	—	1
$1000 " " " $1100	—	—	—	1	1	1	1	—	—	—	4
$1100 " " " $1200	—	—	—	—	—	—	—	—	—	—	—
$1200 " " " $1300	1	1	—	1	1	1	1	—	—	—	6
$1300 " " " $1400	1	—	1	—	1	—	—	—	—	—	3
$1400 " " " $1500	3	2	1	2	2	2	—	—	—	—	12
$1500 " " " $1600	—	—	—	—	—	—	—	—	—	—	—
$1600 " " " $1700	—	—	1	—	—	—	1	—	—	—	2
$1700 " " " $1800	—	—	1	—	—	—	—	—	—	—	1
$1800 " " " $1900	—	—	—	—	—	—	—	1	1	1	3
$1900 " " " $2000	—	—	—	—	—	—	—	—	—	—	—
$2000 " " " $3100	—	—	—	—	—	—	—	—	—	—	—
Unclassified	4	3	1	2	1	1	1	1	1	—	15
Total................	12	6	7	6	6	5	4	2	2	1	51

The final salary received by the women considered is shown in Table 4 according to the type of position they were holding and the number of years they had been at work.[1] The scale of advance in salaries corresponds closely to that shown in Table 3 as discussed above. Chart 1 shows the median salary[2] for each year of the teaching positions and of the positions which are strictly managerial or a combination of teaching and managerial work. From it we see that the managerial positions command a higher salary at the start and rise to a higher point than do the teaching positions.

Table 5 shows the relation of age to the final salary. This is based on the experience of some of the women only, since it was impossible to estimate the age when the final position was not simultaneously the present position. It shows the years of experience and final earning capacity, but does not include the various stages of experience. The value of this table is rather to reveal the relation between age and final income as the data are too scattering to reveal the correlation between experience and income. It is presented as suggestive only.

In Table 6 we have a comparison of the final salaries of the women who received their vocational training at institutions of collegiate rank and those who received it at the institutes and in the extension courses. Chart 2 gives the median salaries for these two groups for a ten-year period. From it we see that while those trained in the college group may start at a lower salary they are apt to rise to a higher point than do those trained in the institutes. The reason for the higher initial salary of the latter group may be due to the fact that many of the women who take the extension courses are more mature and have already had some experience, or to the fact that the training offered is of

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[1] The advantage of this table over Table 3 is that while the latter covers a period of many years and therefore is not entirely up to date, our present table is based on present day conditions since most of the people are still engaged in Domestic Science or have only given it up recently.

[2] King defines the median as follows: "If a number of similar objects are placed side by side in order of their size, they are said to be arrayed. . . . . If any group of objects is thus arrayed, the middle one is known as the median item." "Elements of Statistical Method," p. 127.

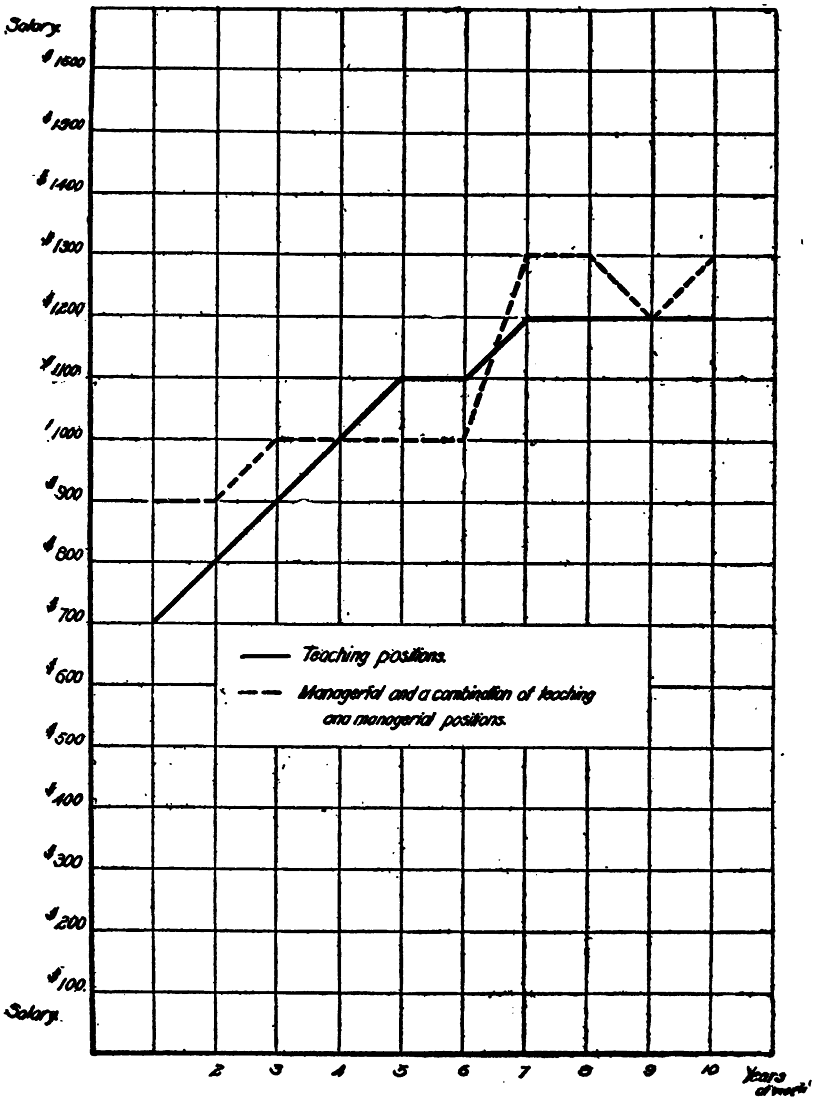

Chart I – Showing the Median Final Salary according to the type of position and the number of years the women had been at work.

TABLE 4. SHOWING THE FINAL SALARIES OF 960 WOMEN ACCORDING TO THE TYPE OF WORK AND THE LENGTH OF EXPERIENCE IN DOMESTIC SCIENCE[1]

I. Teaching Positions.

Final Salaries	Number of women receiving specified final salaries in specified year at work.										
	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year and over	Total
$200 and less than $300	[2]1	—	—	[2]1	—	—	—	—	—	—	2
$300 " " " $400	2	[2]1	—	—	—	—	—	—	—	—	3
$400 " " " $500	2	3	1	—	[2]2	—	—	—	—	—	8
$500 " " " $600	[2]15	9	[2]3	1	—	1	—	[2]1	—	—	30
$600 " " " $700	22	16	12	[2]3	3	[2]3	—	—	—	[2]1	60
$700 " " " $800	15	22	14	7	6	3	2	—	—	1	70
$800 " " " $900	13	23	16	9	5	5	2	2	1	6	82
$900 " " " $1000	6	12	11	12	8	8	1	2	1	3	64
$1000 " " " $1100	8	9	16	[2]15	6	6	3	5	2	3	73
$1100 " " " $1200	4	3	4	8	10	6	4	—	2	6	47
$1200 " " " $1300	6	5	6	9	6	7	4	5	2	7	57
$1300 " " " $1400	1	1	6	1	3	6	6	3	—	6	33
$1400 " " " $1500	1	1	2	1	4	—	3	4	—	2	18
$1500 " " " $1600	—	2	2	5	5	5	1	3	3	5	31
$1600 " " " $1700	—	—	—	—	—	2	1	2	—	1	6
$1700 " " " $1800	—	—	1	—	1	1	—	—	—	2	5
$1800 " " " $1900	—	1	1	1	1	3	1	—	2	4	14
$1900 " " " $2000	—	—	—	—	1	—	—	2	—	1	4
$2000 " " " $4100	1	—	—	—	—	4	—	—	—	8	13
Unclassified	8	8	7	5	1	4	—	—	1	2	36
Total	105	116	102	78	62	64	28	29	14	58	656

II. Managerial Positions.

Final Salaries	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year and over	Total
$200 and less than $300	—	—	—	—	—	—	—	—	—	—	—
$300 " " " $400	—	—	—	—	—	—	—	—	—	—	—
$400 " " " $500	3	—	—	—	—	—	—	—	—	—	3
$500 " " " $600	2	—	—	—	—	1	—	—	—	1	4
$600 " " " $700	3	2	—	—	1	—	1	—	—	—	7
$700 " " " $800	—	5	1	1	1	2	—	—	—	1	11
$800 " " " $900	3	3	3	4	2	—	—	—	—	—	15
$900 " " " $1000	1	2	3	1	2	1	1	1	—	1	13
$1000 " " " $1100	5	3	5	6	3	1	—	—	2	2	27
$1100 " " " $1200	3	2	1	3	1	—	1	1	—	—	12
$1200 " " " $1300	2	1	4	1	—	3	—	1	—	3	15
$1300 " " " $1400	—	3	3	3	—	1	2	1	—	1	14
$1400 " " " $1500	—	—	1	—	—	1	—	—	—	1	3
$1500 " " " $1600	—	—	—	—	—	—	1	[2]1	—	1	3
$1600 " " " $1700	1	—	—	1	—	—	—	—	—	2	4
$1700 " " " $1800	—	—	—	—	—	—	—	—	—	—	—
$1800 " " " $1900	—	—	1	—	—	—	—	—	—	—	1
$1900 " " " $2000	—	—	1	—	—	—	—	—	—	1	2
$2000 " " " $4100	—	1	—	—	—	—	—	—	—	1	2
Unclassified	—	—	—	3		1	1		—	—	5
Total	23	22	23	23	10	11	7	5	2	15	141

[1] The total is merely 960 because the experience of 4 women was not of such a nature that it could be treated statistically

One worked part time

TABLE 4, (Continued) SHOWING THE FINAL SALARIES OF 960 WOMEN ACCORDING TO THE TYPE OF WORK AND THE LENGTH OF EXPERIENCE IN DOMESTIC SCIENCE

III. Positions Involving a Combination of Teaching and Managerial Work.

Final Salaries	Number of women receiving specified salaries in specified year at work										
	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year and over	Total
$200 and less than $300	—	—	—	—	—	—	—	—	—	—	—
$300 " " " $400	—	—	—	—	—	—	—	—	—	—	—
$400 " " " $500	3	1	—	1	—	—	—	—	—	—	5
$500 " " " $600	2	—	—	—	—	—	—	—	—	—	2
$600 " " " $700	2	—	—	—	—	1	—	—	—	—	3
$700 " " " $800	3	3	1	2	1	2	—	—	—	—	12
$800 " " " $900	3	3	5	3	1	—	—	—	2	—	15
$900 " " " $1000	3	6	3	1	—	—	—	—	—	1	16
$1000 " " " $1100	3	3	3	2	3	2	1	1	—	1	19
$1100 " " " $1200	4	6	1	7	—	1	2	—	2	—	21
$1200 " " " $1300	2	—	1	2	5	1	1	—	1	2	16
$1300 " " " $1400	—	3	—	—	3	—	1	2	—	1	11
$1400 " " " $1500	—	1	1	2	1	—	1	—	1	—	6
$1500 " " " $1600	—	—	—	—	—	—	—	1	—	1	3
$1600 " " " $1700	—	—	1	—	—	—	—	—	—	—	1
$1700 " " " $1800	—	—	—	—	—	—	—	—	—	—	—
$1800 " " " $1900	—	—	—	—	—	—	—	—	—	—	—
$1900 " " " $2000	—	1	—	—	1	—	—	—	2	1	3
$2000 " " " $4100	—	—	—	—	—	1	2	—	—	1	6
Unclassified	—	2	—	1	—	1	1	—	8	—	5
Total	25	29	16	21	15	9	9	4	8	8	144

IV. Miscellaneous Positions.

Final Salaries	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year and over	Total
$200 and less than $300	—	—	—	—	—	—	—	—	—	—	—
$300 " " " $400	—	—	—	—	—	—	—	—	—	—	—
$400 " " " $500	—	—	—	—	—	—	—	—	—	—	—
$500 " " " $600	—	—	—	—	—	—	—	—	—	—	—
$600 " " " $700	1	—	—	—	—	—	—	—	—	—	1
$700 " " " $800	—	—	1	—	—	—	—	—	—	—	1
$800 " " " $900	1	—	—	—	—	—	—	—	—	—	1
$900 " " " $1000	—	—	—	—	—	—	—	—	—	—	—
$1000 " " " $1100	1	—	—	—	—	—	1	—	—	—	2
$1100 " " " $1200	—	—	—	—	—	—	—	—	—	—	—
$1200 " " " $1300	—	—	—	—	—	—	1	—	—	—	1
$1300 " " " $1400	—	—	1	—	—	—	—	—	—	—	1
$1400 " " " $1500	1	—	—	—	—	1	—	—	—	—	2
$1500 " " " $1600	—	—	—	—	—	—	—	—	—	—	—
$1600 " " " $1700	—	—	1	—	—	1	—	—	—	—	2
$1700 " " " $1800	—	—	—	—	—	—	—	—	—	—	—
$1800 " " " $1900	—	—	—	—	—	—	—	—	—	—	—
$1900 " " " $2000	—	—	—	—	—	—	—	—	—	—	—
$2000 " " " $4100	—	—	—	—	—	—	—	—	—	1	1
Unclassified	1	2	—	1	1	—	1	—	1	—	7
Total	5	2	3	1	1	2	3	—	1	1	19

TABLE 5, SHOWING THE RELATION OF AGE AND EXPERIENCE TO FINAL SALARIES IN TEACHING AND MANAGERIAL POSITIONS

I. TEACHING POSITIONS.

Final Salaries	Number of women receiving specified salaries in specified age groups according to the year at work.													
	20 Years of Age and less than 25					25 Years of Age and less than 30								
	1st yr.	2nd year	3rd year	4th year	5th year	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year
$200 and less than $300	[1]1	—	—	—	—	—	—	—	1	—	—	—	—	—
$300 " " " $400	1	—	—	—	—	—	—	—	—	—	—	—	—	—
$400 " " " $500	2	1	—	—	—	—	—	—	1	—	—	—	—	—
$500 " " " $600	[1]10	6	1	—	—	—	1	1	—	—	—	—	[1]1	—
$600 " " " $700	14	10	2	1	—	—	4	4	1	1	1	—	—	—
$700 " " " $800	8	8	9	2	1	1	7	3	3	3	3	—	—	—
$800 " " " $900	7	10	4	3	—	—	5	4	2	2	2	1	—	—
$900 " " " $1000	3	5	—	2	—	2	4	6	6	6	3	1	—	—
$1000 " " " $1100	1	3	—	1	—	3	2	5	5	3	4	—	—	—
$1100 " " " $1200	—	—	—	—	1	1	—	1	3	2	3	1	—	—
$1200 " " " $1300	1	4	—	1	—	1	—	4	3	2	3	1	1	1
$1300 " " " $1400	—	—	1	—	—	—	—	2	1	—	1	1	2	—
$1400 " " " $1500	—	—	—	—	—	—	1	—	—	—	—	—	2	—
$1500 " " " $1600	—	—	—	—	—	—	—	—	3	—	—	—	—	—
$1600 " " " $1700	—	—	—	—	—	—	—	—	—	—	1	—	1	—
$1700 " " " $1800	—	—	—	—	—	—	—	—	—	—	—	—	—	—
$1800" " " $1900	—	—	—	—	—	—	—	—	—	—	2	—	—	—
$1900" " " $2000	—	—	—	—	—	—	—	—	—	—	—	—	1	—
$2000" " " $4100	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unclassified	3	3	1	—	—	—	1	—	2	—	—	—	—	—
Total	51	50	18	10	2	8	25	30	31	19	23	5	8	1

[1] One worked part time

TABLE 5 (Continued.)

I. TEACHING POSITIONS (continued).

Final Salaries	Number of women receiving specified salaries in specified age groups according to the year at work.										
	30 years of Age and less than 40.										40 years of age and over
	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year and over	
$200 and less than $300	—	—	—	—	—	—	—	—	—	—	—
$300 " " " $400	—	—	—	—	—	—	—	—	—	—	—
$400 " " " $500	—	—	—	—	1	—	—	—	—	—	1
$500 " " " $600	—	—	—	—	—	—	—	—	—	—	1
$600 " " " $700	1	1	2	[1]1	—	[1]2	—	—	—	—	2
$700 " " " $800	3	3	—	1	—	—	—	—	—	—	3
$800 " " " $900	2	1	1	1	2	3	1	1	1	2	1
$900 " " " $1000	—	—	2	1	—	3	—	2	—	3	5
$1000 " " " $1100	2	2	6	2	—	1	3	3	2	2	6
$1100 " " " $1200	1	—	3	2	4	1	2	—	1	1	8
$1200 " " " $1300	1	1	2	7	1	2	1	3	1	3	3
$1300 " " " $1400	—	1	—	1	1	2	3	—	—	1	3
$1400 " " " $1500	1	—	1	—	3	—	1	—	—	1	5
$1500 " " " $1600	—	2	2	—	4	1	1	1	3	5	1
$1600 " " " $1700	—	—	—	—	—	—	—	1	—	1	—
$1700 " " " $1800	—	—	—	—	1	1	—	—	—	2	2
$1800 " " " $1900	—	1	1	1	—	1	—	1	—	1	—
$1900 " " " $2000	—	—	—	—	1	—	—	1	—	—	6
$2000 " " " $4100	—	—	—	—	—	3	—	—	—	1	3
Unclassified	1	1	—	2	—	2	—	—	—	—	—
Total	12	13	20	19	18	22	12	13	8	23	50

[1] One worked part time

TABLE 5 (Continued)

II. MANAGERIAL POSITIONS AND POSITIONS INVOLVING A COMBINATION OF TEACHING AND MANAGERIAL WORK.

Final Salaries	Number of women receiving specified salaries in specified age groups according to the year at work.											
	20 Years of Age and less than 25			25 Years of Age and less than 30								
	1st year	2nd year	3rd year	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year
$200 and less than $300	—	—	—	—	—	—	—	—	—	—	—	—
$300 " " " $400	—	—	—	—	—	—	—	—	—	—	—	—
$400 " " " $500	4	—	—	1	—	—	—	—	—	—	—	—
$500 " " " $600	3	—	—	1	—	—	—	—	—	—	—	—
$600 " " " $700	4	2	—	2	—	—	—	—	—	—	—	—
$700 " " " $800	1	—	1	—	3	—	2	2	2	—	—	—
$800 " " " $900	3	2	2	2	2	3	1	1	—	—	—	—
$900 " " " $1000	1	1	1	1	2	3	—	—	1	1	—	—
$1000 " " " $1100	2	1	1	—	3	3	1	3	1	—	1	1
$1100 " " " $1200	—	3	—	4	1	—	5	—	1	1	—	—
$1200 " " " $1300	—	—	—	3	—	1	1	1	1	—	—	—
$1300 " " " $1400	—	1	—	1	—	1	1	2	—	—	—	—
$1400 " " " $1500	—	—	—	—	—	—	2	—	—	—	—	—
$1500 " " " $1600	—	—	—	—	—	—	—	—	—	—	[1]1	1
$1600 " " " $1700	—	—	—	—	—	—	1	—	—	—	—	—
$1700 " " " $1800	—	—	—	—	—	—	—	—	—	—	—	—
$1800 " " " $1900	—	—	—	—	—	—	—	—	—	—	—	—
$1900 " " " $2000	—	—	—	—	—	—	—	—	—	—	—	—
$2000 " " " $4100	—	—	—	—	—	—	—	—	—	1	—	—
Unclassified	—	1	—	—	—	—	1	—	—	1	—	—
Total	18	11	5	15	11	11	15	9	6	4	2	2

II. MANAGERIAL POSITIONS AND POSITIONS INVOLVING A COMBINATION OF TEACHING AND MANAGERIAL WORK (continued).

Final Salaries	Number of women receiving specified salaries in specified age groups according to the year at work										
	30 Years of Age and less than 40										40 years of age and over
	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year and over	
$200 and less than $300	—	—	—	—	—	—	—	—	—	—	—
$300 " " " $400	—	—	—	—	—	—	—	—	—	—	—
$400 " " " $500	—	1	—	1	—	—	—	—	1	—	—
$500 " " " $600	—	—	—	—	—	1	—	—	—	—	—
$600 " " " $700	—	—	—	—	—	—	—	—	—	—	—
$700 " " " $800	1	1	—	1	—	—	—	—	—	—	2
$800 " " " $900	—	1	1	1	1	—	—	—	—	—	3
$900 " " " $1000	—	2	—	—	—	—	—	1	2	—	3
$1000 " " " $1100	2	1	2	2	1	—	—	—	1	1	5
$1100 " " " $1200	2	3	1	2	—	—	—	—	1	—	5
$1200 " " " $1300	1	—	4	1	2	1	—	—	—	1	3
$1300 " " " $1400	—	1	—	1	—	—	—	1	1	1	6
$1400 " " " $1500	—	1	1	—	1	1	—	—	—	—	1
$1500 " " " $1600	—	—	—	—	—	—	1	1	—	—	—
$1600 " " " $1700	—	—	1	—	—	—	—	—	—	—	2
$1700 " " " $1800	—	—	—	—	—	—	—	—	—	—	—
$1800 " " " $1900	—	—	—	—	—	—	—	—	—	—	1
$1900 " " " $2000	—	1	—	—	—	—	—	—	—	—	2
$2000 " " " $4100	—	—	—	—	—	1	1	—	1	—	1
Unclassified	—	1	—	1	—	1	1	—	—	—	1
Total	6	13	10	10	5	5	3	3	7	3	35

[1] One worked part time.

such a practical nature that it can be put to a more immediate use than can the more theoretical training of the colleges. That the more thorough nature of the college training asserts itself in the end, however, is shown by the college line which passes the institute line after the fourth year.

All these tables point to the fact that in the long run, advanced training, maturity, experience both in other lines of work and especially in Domestic Science itself, make for steadily increasing salaries in Domestic Science. Initial salaries range from $600 to $1,000 for one half of the women considered, the mode being $600-$700, and the median between $700 and $800. The first salaries in managerial work average for the largest group about $100 more than in teaching. Similarly in vocational and technical schools the initial salary is greater than in colleges and academic institutions. Hospitals appear to pay the highest initial managerial salaries.

Remuneration seems to advance $100 per year until the fifth year when it apparently becomes stationary for the largest group. Probably after that year the deviation is more irregular, accentuating the sums one or two hundred dollars below the modal point and extending from $700 to $2,000 above it.

The managerial positions not only begin at a larger figure but rise to a higher point than the teaching positions and college-trained women apparently are able to attain higher incomes than are those schooled in institutes, although the latter often receive higher initial salaries.

TABLE 6, SHOWING THE RELATION OF TRAINING TO SALARY

I. College-trained Group.

Final Salaries	Number of college-trained women receiving specified salaries according to year at work.										
	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year and over	Total
$200 and less than $300	[1]1	—	—	[1]1	—	—	—	—	—	—	2
$300 " " " $400	2	[1]1	—	—	—	—	—	—	—	—	3
$400 " " " $500	4	—	1	—	[1]1	—	—	—	—	—	6
$500 " " " $600	[1]11	6	1	[1]1	—	—	—	[1]1	—	—	20
$600 " " " $700	23	11	4	3	3	1	1	—	—	[1]1	47
$700 " " " $800	10	17	8	7	4	4	—	—	—	1	51
$800 " " " $900	13	19	16	6	3	3	1	1	1	2	65
$900 " " " $1000	3	16	8	9	7	5	1	—	1	2	52
$1000 " " " $1100	10	10	12	[1]9	8	4	—	5	3	3	64
$1100 " " " $1200	5	5	4	11	6	3	4	—	2	1	41
$1200 " " " $1300	9	4	7	7	8	3	3	3	1	5	50
$1300 " " " $1400	1	3	8	2	6	6	4	3	1	1	35
$1400 " " " $1500	1	1	4	2	4	2	3	1	—	—	18
$1500 " " " $1600	—	2	2	5	4	3	—	[1]5	3	2	26
$1600 " " " $1700	—	—	1	—	—	1	1	2	—	2	7
$1700 " " " $1800	—	—	1	—	—	1	—	—	—	2	4
$1800 " " " $1900	—	1	1	1	1	3	1	—	2	3	13
$1900 " " " $2000	—	—	—	—	2	—	—	2	—	2	6
$2000 " " " $4100	1	1	—	—	—	3	1	—	1	6	13
Unclassified	4	8	3	6	1	2	1	—	—	1	26
Total	98	105	81	70	58	44	21	23	15	34	549

II. Institute-trained Group.

Final Salaries	Number of women, trained in institutes, receiving specified salaries according to year at work.										
	1st yr.	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year and over	Total
$200 and less than $300	—	—	—	—	—	—	—	—	—	—	—
$300 " " " $400	—	—	—	—	—	—	—	—	—	—	—
$400 " " " $500	5	3	—	1	—	—	—	—	—	—	9
$500 " " " $600	6	1	[1]2	—	—	2	—	—	—	—	11
$600 " " " $700	4	7	7	—	1	[1]3	—	—	—	—	22
$700 " " " $800	7	8	7	2	3	3	2	—	—	1	33
$800 " " " $900	6	9	8	8	4	2	—	1	—	4	42
$900 " " " $1000	7	4	8	3	2	4	1	3	1	2	35
$1000 " " " $1100	7	5	10	12	4	5	5	1	1	3	53
$1100 " " " $1200	6	5	2	7	5	4	3	1	—	3	36
$1200 " " " $1300	1	2	4	5	3	8	3	3	3	6	38
$1300 " " " $1400	—	4	2	1	—	1	5	2	—	7	22
$1400 " " " $1500	—	1	—	1	1	—	1	3	—	3	10
$1500 " " " $1600	—	—	—	—	1	2	2	—	1	4	10
$1600 " " " $1700	1	—	1	1	—	1	—	—	—	1	5
$1700 " " " $1800	—	—	—	—	1	—	—	—	—	—	1
$1800 " " " $1900	—	—	1	—	—	—	—	—	—	—	1
$1900 " " " $2000	—	1	1	—	—	—	—	—	—	1	3
$2000 " " " $4100	—	—	—	—	—	2	1	—	1	3	7
Unclassified	4	3	3	4	1	4	2	—	2	1	24
Total	54	53	56	45	26	41	25	14	9	39	362

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[1] One worked part time

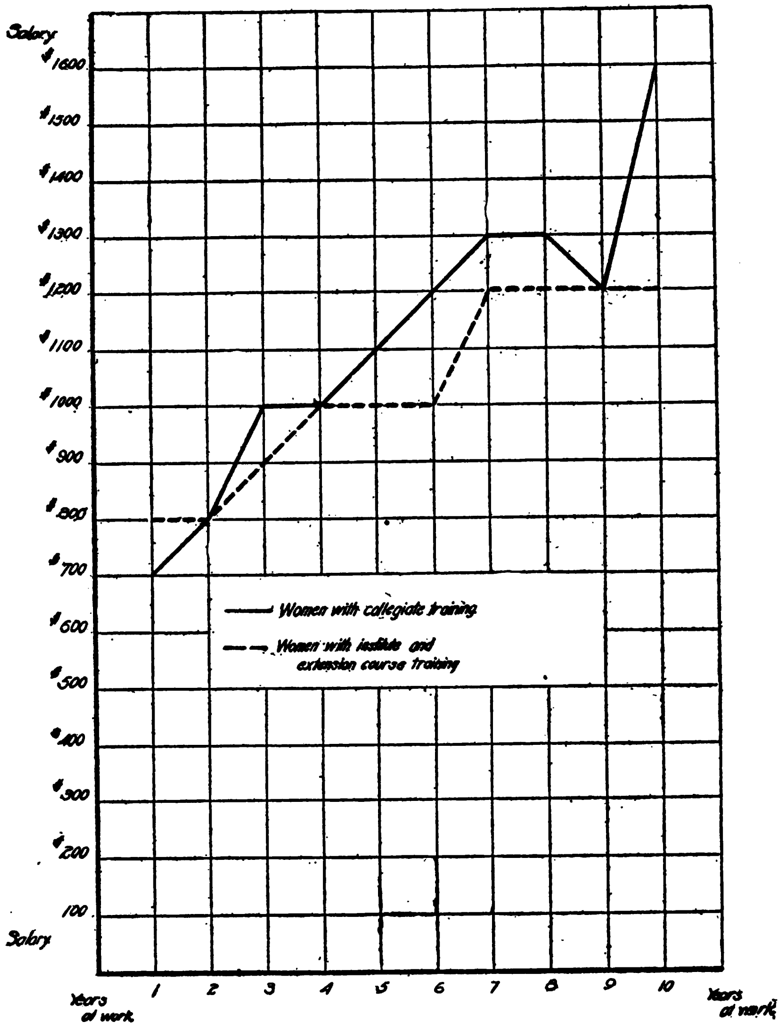

CHART 2. — Showing the Median Final Salary according to the type of training which the women had received and the number of years they had been at work.

V. ANALYSIS OF THE TYPES OF POSITIONS IN THE PROFESSION OF DOMESTIC SCIENCE

So far we have considered the training of women for Home Economics, the types of positions held and the salaries received. Now we shall turn to an analysis of the types of positions. Our basis here is not only the 2,005 positions held by the 964 women already considered, but also 125 positions held by the 64 women referred to above whose information came in such form that it could not be used in all the tables. This makes a total of 2,130 positions on which the conclusions following are based.

1. *Teaching.* We have already seen not only that a considerable majority of the positions held by women were teaching positions, but that over half of the 964 women considered held teaching positions exclusively. Since numerically this is the most important phase of Home Economics, we shall consider it first. A total of 1,357 positions in teaching and supervising Home Economics were held by the women under consideration.

A. Public Schools. Of these positions, by far the largest group (699, or 51.5 per cent.) were in the regular academic public elementary and secondary schools and over half of these positions (390) were held by women just starting on their careers in Home Economics. The demands of public school work vary from the rural school in which the teacher is obliged to instruct in the regular academic subjects, with a little cooking thrown in, to the highly organized systems of our big cities where the supervisor directs the Home Economics work carried on in all the schools of the city. Sometimes these supervisors teach as well as direct the teaching of others, sometimes their work is confined to direction only. In smaller school systems where there is no supervisor of Domestic Science, the teacher must plan her own course and purchase the supplies for her classes. The responsibility not only of continuing a previously developed course, but even of organizing a new department of Domestic Science, sometimes falls on young women who have only just finished their Home Economics training.

The subjects which the Domestic Science teacher in the public school may be called upon to teach include such phases of Home Economics as cooking, dietetics, household management, laundering, home nursing, first aid, many of the Domestic Arts subjects, (sewing, dressmaking, millinery, etc.) and many of the natural sciences, (physics, chemistry, biology, etc.). Teaching both Domestic Science and Domestic Arts is a most frequent combination; in fact it occurred in 662 cases, or 51.4 per cent. of the 1,289 teaching positions. We have already seen that in some cases the purely academic subjects are taught as well. In cities where there are several schools the Domestic Science teacher very frequently travels from one school to another to offer her specialized subject. Although the distances between towns and villages often make it difficult, this method is sometimes found even in country districts.

As we have seen, over one-third of the women we are considering started their work in Home Economics in the public schools. The bulk of the salaries ranged between $400 and $1,000, the largest number concentrating about $600 and less than $700. Comparing the initial salaries received by those holding public school positions who had had no previous experience in Domestic Science, and by those who had already had various amounts of experience in Domestic Science either in teaching or in managerial work, we find that those having no previous Home Economics experience tend to start at $600 and less than $700, while those having had one, two, and three years' experience tend to start at $600 and less than $700, $900 and less than $1,000, and $1,000 and less than $1,100, respectively. However, if we consider the salaries above and below those received by the largest number in each group, we find that more women receive the lower salaries than receive the higher. The increase in salary in the public school systems is often regular and automatic, until a certain maximum is reached. The salaries of many women in public school positions, in fact in all teaching positions, are often augmented by evening school or summer work.

B. Private Schools and Colleges. The positions of teaching Domestic Science in private schools and colleges which are not of a technical or vocational character, amounting here to 159, are less important numerically than the preceding group. In 76 cases this was the first position in Home Economics which the women had held. The duties of the teacher in this type of school include instruction in the same subjects which come within the scope of the public school teacher. On the other hand the fact that dormitories are often connected with the latter type of institution means that many extra duties may devolve upon her. Sometimes she is dean of women; sometimes she lives in one of the dormitories as chaperon and is responsible for the health and social life of the residents; again she only chaperons the students to church or to theatres and concerts. The physical recreation of the girls is not infrequently under her direction, while often she is called upon to take her turn in having charge of the study hall. All these duties point to the fact that in boarding schools and colleges, while the hours of actual teaching may be shorter than in the public schools, the time of the teacher is likely to be much less her own and she may be called upon to expend her energies in different directions, which are not strictly Home Economics. On the other hand, in private day schools there is frequently an opportunity for a woman, who does not wish to devote her whole time to her work, to teach only a few hours a day or a few days a week.

The initial salaries for women entering Domestic Science by teaching of this type, range all the way from $300 to $1,300, but the emphasis lies between $600 and $900. The mode falls at $600 and less than $700, while the median is in the salary group of $700 and less than $800.

C. Vocational Schools. Positions in vocational and technical schools and colleges number 314, 23.1 per cent. of the total number of teaching positions. The group is very varied and includes teaching not only in the higher technical schools and colleges (135 in number) such as those enumerated above under the discussion of training of women for Home Economics, but also in normal schools (75) and in addition in technical high schools (51), in industrial schools (26), in continuation schools (5) and in schools of miscellaneous character (15). The percentage of women whose first position in Home Economics was of this type is but 13.7 per cent. as against 46.5 per cent. who taught in academic institutions. This is not to be wondered at since the instruction is likely to be of a more advanced character. In these schools the scientific foundation of Domestic Science receives perhaps a greater emphasis than in the academic schools. Dietetics, institutional and household management, sanitation, and marketing are more prominent among the subjects taught, and instruction in methods of teaching appears. As in the academic schools, while some of the women teach only, others have executive responsibility varying in degree from purchasing the supplies and keeping accounts for the department to organizing and directing the work of the whole department. In the state colleges a certain amount of rural organization work is sometimes called for.[1]

The salaries of women holding their first Domestic Science position in vocational schools range as we have seen in Table 2, between $300 and $1,500 with the emphasis between $600 and $1,100. The largest number receive $700 and less than $800 and $800 and less than $900, with the median in the latter group.

D. Extension Work. The last group of teaching positions are those in urban and in rural extension work, which number 165, or 12.2 per cent. of all the teaching positions. The city extension work includes such positions as teaching in settlements, in Young Women's Christian Associations, and acting as an instructive visiting housekeeper for charity societies. The majority, or 114, are of this type, while the other 51 are in rural extension work, which is for the most part under the direction of the state or of the state colleges. Only one woman started her career in Home Economics work in this latter field, while 79, or 7.8 per cent. of the women began in city extension work.

The duties in urban extension classes include not only the teaching of very practical cooking and often sewing and dressmaking as well, but also many of the duties of the social worker such as organizing clubs and classes, directing the recreation of those who frequent the centre, and keeping in touch with the families of the neighborhood through investigation and visiting. In the settlements, the head of the Domestic Science department not only teaches but often directs the work of volunteers. Her instruction must be adapted to the children who come in the afternoons for recreation, as well as to the young working girls who wish when their day's work is done to learn those things which their busy life prevents them from learning at home, and to the mothers who bring the conservatism of long and hard experience. In the Young Women's Christian Associations there are often classes for women of leisure as well, for which a substantial fee is charged. In some cases the teacher offers classes in factories in the noon hour. The Christian Associations not only are maintained in large cities, but also provide opportunities for work of this kind in the mill villages. Here the Domestic Science teacher plays a varied role, teaching, caring for sick, and being in general a friend to all those that come within the circle of her activity.

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[1] The field of state and college extension work is taken up below.

Visiting housekeepers are generally under the direction of the charity organizations, the Christian Associations, the Visiting Nurses' Associations, and in one case, of an anti-tuberculosis society. One such visiting housekeeper describes her work as "visiting in houses where sickness, discouragement, and other ills have followed from ignorance of or indifference to all lines of work included in housekeeping." It is the duty of these workers to raise the standard of living of the families visited by giving them a knowledge of the practical cooking of nourishing foods which are within their means, and by teaching proper expenditure of the family income, and simple devices for securing cleanliness and comfort. The instruction is based on the family income. In cases where funds are given as by mothers assistance boards, a fairer estimate of the relief necessary can thus be obtained. Where the visiting housekeeper is sent by the visiting nurses or anti-tuberculosis associations, there is, of course, a special emphasis on teaching cookery of diets suitable for the members of the family who are ill.

The initial salaries of women in this particular line as was seen in Table 2, covered a wide range, but the largest number were in the $600 to $700 group. Many of the salaries were recorded as unclassified because they were not given on a yearly basis. In some of the smaller settlements where a woman's whole time was not required, she came in for certain hours a day or a week, with payment from 75 cents to $3.00 an hour. Sometimes a woman visited a number of settlements in this way, sometimes she had a regular position by day and went to settlements certain evenings in the week.

The length of year for positions of this type varies, although most of the classes in the Christian Associations and settlements close, as do the schools, for the summer. In settlement houses which maintain summer camps, the domestic science teacher is often taken to the camp to supervise the cooking and housekeeping and to give lessons to the girls during their vacations.

The state and college extension work has for its object the same aims which animated the work we have just been considering, namely, to give instruction which shall raise the standard of living in the country home. This end is attained by sending women into the rural communities to give demonstration lessons in cooking and other home duties, to conduct short courses and movable schools, to organize women's clubs, canning clubs, and bread contests. Such undertakings call for pioneer and organizing work which is rapidly developing under the Smith-Lever Bill. There is an opportunity for the rural extension worker not only to go herself into the farming communities, but also to prepare bulletins to be used in connection with extension courses and farmers' institutes, and to plan exhibits for country fairs.

While some extension workers continue their labors during the larger part of the year, many work for shorter, irregular periods as called upon. In the same way, while some receive a definite yearly or monthly salary, others are paid merely by the day or the week. As would be expected from the nature of the work, since it demands executive ability and a constructive mind together with the power to understand and reach people of the rural classes, the salaries run comparatively high, and in addition the women receive their traveling and living expenses while away from home.

All these types of extension service demand special qualifications in addition to those which are required in ordinary forms of teaching. Thus many of them also call upon all the qualities of the social worker, presupposing the same interest in the health and happiness of individuals, and the same sympathy with their misfortunes and struggles. Here, as in perhaps no other phase of Home Economics is there a vital contact with the questions which the ordinary woman is facing in her home to-day. Correspondingly here is a channel through which can flow all the information that shall help to solve these problems, and thereby to lighten the burdens of the homes and react upon the happiness and progress of the families throughout our country.

Besides her technical training and a knowledge of the subject she is to teach, all the qualities which characterize any good teacher, the ability to impart knowledge, to hold the attention and interest of pupils, and to make the subject vivid to them, must belong to the teacher of Domestic Science in whatever type of school she may be. In the public schools she faces large classes, sometimes of many different types and nationalities. Tact, adaptability, and patience all help to make her task easier. Where she must plan the course of study and manage the department, a certain amount of organizing ability is almost a necessity, while good health is always essential where there is a great physical and nervous strain.

2. *Management.* The managerial positions, including those in which some teaching is required as well, number 726, or 34.1 per cent., of the total 2,130 regular positions which were held; of that number 371 were straight managerial positions, while 355 positions involved a combination of managerial work and teaching. Because these two types merge into each other and in many cases the teaching is a very small part of the work, they will be considered together. To be sure in many other cases the teaching is of main importance and the managerial work is in the nature of a side issue.

A. Educational Institutions. First come positions in educational institutions to the number of 264, about one-third (36.4 per cent.) of all the managerial positions. Of these, 123 were straight managerial positions, while 141 involved a greater or less amount of teaching as well. The first approach to Domestic Science work was made through this particular phase by 121 (12.5 per cent.) of the 964 women, 64 of whom had to teach as well as to act in a managerial capacity. The duties within this group vary considerably from those of the manager of a small high school lunch counter to those of director of a system of school lunches in a large city; from those of a matron who directs the maids, over-sees the cleaning and chaperons the girls in a small dormitory or a private school, to those of the manager of a large college cafeteria, or the director of the culinary departments in a group of college dormitories.

In the school lunchrooms the manager is often responsible for purchasing the supplies, for hiring and supervising the help, if there is any, for keeping accounts, accounting the costs, making out the menus, and calculating the food values. In the smaller school system she often does a large part of the preparation herself. Frequently she is the domestic science teacher as well, in which case she may plan to have her pupils help in some of the cooking. Student helpers are in any case often employed. The food served is generally very simple and inexpensive and it is the problem of the manager to provide as nourishing and appetizing food as can be served within the allowance made her. For this reason careful planning and good judgment are especially necessary. Since the school lunchrooms serve but one meal a day, her hours are shorter than those in most managerial positions and she works only on school days.

The superintendent of a dormitory or the manager of a college dining hall, on the other hand, must be at her post for three meals a day every day throughout the academic year. The same is true of matrons in boarding schools. In positions of this type the woman may as before, purchase the supplies, supervise the employees, and keep accounts. She may have full charge of both the household and the culinary departments, or either one of these alone may comprise her realm. Where she directs the culinary department, she plans the meals and has charge of the dining room service. Where she directs the household department only her duties are those of a housekeeper. She sees to the cleaning, to the furnishings and supplies for the house as distinct from the kitchen, and sometimes she has more social responsibilities for the girls or boys under her charge than does the woman whose time is filled with duties that demand expert technical knowledge. Again the amount of responsibiility which is hers varies with the size of the establishment and the number of people to be provided for, as it does in any managerial position. In smaller schools one woman may assume all the duties which have been mentioned, while in larger institutions the work is subdivided and therefore more specialized in character. In colleges where the meals are served in the individual dormitories, it is sometimes customary to have a general director who purchases the supplies and plans the meals for all the halls at once. In educational institutions of this type as in the school lunchrooms there is often a combination of teaching with the managerial work. In schools and colleges where Domestic Science is vocationally taught, the cafeteria or dining hall is often used as a basis for practice work in cookery and institutional management. It is, therefore, necessary that the manager should here have the ability so to organize the work that she may use her kitchen as a class room.

The salaries for managerial positions of this kind start, as we have seen, at a slightly higher point than do those in the teaching positions, and range from $200 to $1,500 with the mode at $800 and less than $900 and the median at $700 and less than $800. In managerial as in other positions we have seen that ordinarily increased experience means increased salary.

B. Philanthropic Institutions. Our next group of managerial positions are those in philanthropic institutions and other institutions which are not primarily designed for profit. This includes such organizations as settlements, Young Women's Christian Associations, working girls' homes, factory lunchrooms, and a few homes for the aged, delinquent, and otherwise afflicted. Here as in the educational institutions; wholesome and nutritious food at moderate cost is the object. Positions of this kind were held in 98 cases, which is 13.5 per cent. of all the managerial positions and 4.6 per cent. of the total 2,130 positions held. Only 48 or 4.7 per cent. of the 1,028 women began in this type of work. The salaries of these ranged from $300 to one who outstripped the others at $1,600 and less than $1,700, with both the mode and the median at $700 and less than $800.

The duties in positions of this type follow along the same lines as do those in educational institutions, except that in many of the settlements and homes there are often duties which demand a keen social interest. Again the type of teaching done by women in these positions varies in its extension work character from that of the ordinary teacher. A combination of teacher and housekeeper or matron is frequently found in settlements, and was represented in 41 cases out of the total 98 in this group.

C. Hospitals. Related to the two types of managerial work we have just been considering in that nutritious food within a certain fixed limit of expense is demanded, are the positions in hospitals. These number 272, which is 37.5 per cent. of the managerial positions or 12.8 per cent. of the total 2,130 positions. Positions of this type were held by 95 women or 9.2 per cent. of the total 1,028 women. The salaries for initial positions as dietitians range from $400 to $1,400 with the mode at $1,000 and less than $1,100 and the median in the $900 to $1,000 class. This is considerably higher than in any other type of work as can be seen from Table 2.

Although in many ways the work in hospitals is similar to that in educational and philanthropic institutions, still it is a distinctly specialized form of managerial work. The dietitian is in charge of the diet kitchen, often hiring and supervising the employees, ordering the supplies, planning the menus for the whole hospital and sometimes herself preparing the special diets. She also may supervise the work of the nurses in the diet kitchen and see to the tray service. In nearly two-thirds (63.6 per cent.) of the positions the dietitians also specified that they instructed the nurses in dietetics. The important feature of a dietitian's work lies in the fact that the food which in educational and philanthropic institutions must be inexpensive and nourishing, must at the same time in a hospital be especially suited to the requirements of the individual patient. The hospital dietitian must, therefore, have a special knowledge of diet in disease. Sometimes the dietitian is housekeeper as well, taking charge of the cleaning of the whole hospital and directing the work of the laundry.

The hours in a hospital like those in institutional life in general start early and last long. The dietitian generally goes on duty anywhere from 5.30 to 7.30 in the morning and works till anywhere from 6 to 9 in the evening, with two or three hours in the afternoon to herself. She also has stated times free, frequently one afternoon a week and every other Sunday. She usually has a month's vacation during the year. However, the life is at best confining and isolated.

D. Lunch and Tea Rooms, etc. So far the managerial positions considered have been in institutions whose main motive was not to make profit, but rather to provide nourishing food and good living conditions at low cost. Next come the institutions which aim at securing a surplus. Such are the restaurants, lunch and tea rooms, as well as one or two hotels and boarding houses. The salaried positions in this kind of institution number 46, which is 6.3 per cent. of the managerial positions or 2.2 per cent. of the total 2,130 held. Only 20 women, or 1.9 per cent. of all reporting, started in work of this type. The median salary for these women is in the $900 to $1,000 group.

Here, as before, the duties comprise the ordering of supplies, the hiring and directing of employees, often both men and women, the planning of menus, and the general direction of the preparation and service of meals. Here again the various duties may be subdivided and any one individual may have only a small part in the whole organization. In a large lunchroom, for instance, one superintendent may have charge of all the meats cooked, while another supervises the salads and desserts, and a third directs the dining room service. In smaller lunch rooms a woman may have to do some of the cooking herself.

Nine women maintained lunch and tea rooms of their own.[1] All but one of these had received their training in a college. The work here is of the same nature as where a woman holds a salaried position, except that she may be more directly responsible and must assume the risks.

E. Clubs and Private Houses. Positions in clubs and in private houses are akin to those in restaurants in the nature of the service required. Nourishment and cheapness are here subordinated to satisfaction, as they are in a public restaurant. Seven positions in clubs were held, and 21 in private houses. In private families many extra duties may be required as occasion arises. Sometimes, for instance, the housekeeper is also a companion; again she may do the shopping. In any case versatility and an attractive personality are assets.

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[1] Summer positions it will be remembered are excluded from this consideration. This small number is doubtless due to the fact that many of the women who now have their own establishments have grown into it through experience rather than having been trained for it, and therefore they were not reached through the technical schools and colleges. Again, a woman who owns her own lunchroom may not wish to disclose either her successes or her failures.

In all managerial positions which involve authority, a woman must have executive and administrative ability. She should have tact in dealing with her co-workers, both in handling her subordinates and in working harmoniously with her equals and superiors, as well as adaptability in meeting her patrons. The large number of foreign workers in some of the big restaurants, make tact and patience particularly important. Not only is adaptability to various types of people necessary, but also adaptability in the different emergencies that may arise during the day, and ingenuity in meeting them. Health and physical endurance are other prerequisites since the hours are long and the work heavy, with much standing and walking. Thus in addition to technical training and intellectual ability a woman must have certain temperamental and physical qualities if she is to be successful in managerial work.

3. *Miscellaneous Positions.* There remain a few other types of positions which do not come under our two main heads of teaching and managerial work. These include 22 positions in lecturing and demonstrating, 11 in writing, and seven in research, as well as five cases in which Domestic Science was a minor consideration, and two cases where the women cooked and baked at home.

Lecturing and demonstrating includes lecturing before clubs and private organizations of all kinds, giving single lectures or courses of lectures, and demonstrating for commercial establishments. Seven cases were of the latter type: three demonstrating for fuel companies; two for food manufacturers, and one for a soap manufacturer.[1] The work includes going into the homes and demonstrating the uses of the product, which in the broadest sense also means demonstrating household processes. Bulletins may be prepared for distribution and larger lectures and demonstrations may be given. Positions of this kind bring a woman into contact with many types of people and give her an insight into the problems which women are meeting in their homes to-day with a chance to help in their solution. On the other hand the kind of life may be wearing and unnatural in that it may necessitate constant traveling. The demonstrators of this type received from $75 a month with expenses to $1,800 per annum with expenses.

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[1] In the seventh case the type of commercial establishment was not specified.

Another type of work is writing on Home Economics subjects. Of these positions 11 were held. In seven cases the women wrote for newspapers or periodicals, two were engaged in editorial work for the government, one was an editing assistant in a college, while one wrote independently. The writing varies from editing a woman's and children's page of a Sunday paper to revising scientific manuscript and compiling bulletins for the government.

Positions in lecturing, demonstrating, writing, and research overlap to such an extent that it is often hard to distinguish between them. In seven positions, however, the research work appeared to be of greatest significance. The work was carried on under the direction either of the government or of commercial establishments. One woman was studying the efficiency of household equipment in the Research Laboratory conducted by a magazine.

4. *Summary.* The foregoing report will, we hope, give some idea of the growing field of Home Economics. With increasing numbers of women entering the profession and with increasing scientific knowledge of all that concerns the home and its processes, there has arisen an increasing demand for thorough, specialized training of domestic science workers. The time has passed when any woman of average ability with average home experience can compete professionally with the scientifically trained woman. Side by side with the broadening foundation in training, whether as cause or as effect, we find a broadening in the field to which that training leads. New types of positions are constantly developing, calling for new qualities and relating to different interests. For example, the woman with special aptitude for social service is not out of place in most domestic science fields, while the woman with decided business ability need not let it rest unused because she is trained for Home Economics.

From the types of positions which have been enumerated it can be seen that any woman whose interests lie in the sphere of the home has ample opportunity to find the particular channel through which she can best express that interest. At a time when many people are prophecying the downfall of the home as it now exists, the opportunities are constantly increasing for women to build that home and all that it stands for on a firmer and broader foundation.

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